

JOB READINESS INSTRUCTOR'S GUIDE

Job Readiness/Group Counseling

Introduction: Understanding the worldview of African Americans involves dealing with certain cultural themes. These are some of them:

- Concepts of time – These individuals may be more concerned with the past and present than with the future. They may tend to focus on time in terms of people or events rather than calendars and clocks.
- Spirituality – For them, an individual's entire life is spiritual. Spirituality is a unifying principle for all of creation.
- Human Relations – There is an emphasis on community and on cooperation and dependence among members of the community.
- Family membership – The family is extended to include even distant relatives. There is closeness and a sense of belonging to the family.
- Holism – They respond to things with mind, body and spirit.
(Excerpted from Lee, C.C. (1997). Multicultural Issues in Counseling. Alexandria, VA: American Counseling Association)

For other minorities, such as the Hispanic/Latino and Haitian populations, there is great diversity within each group that must be addressed. Some common themes are:

- Language barriers – Members of Spanish-speaking groups especially will experience difficulties in employment due to challenges in verbal communication.
- Involvement with the Criminal Justice System – They may have previous arrests or convictions and may not have satisfied requirements related to their immigration statuses.
- Timeliness – Our trainees may not understand the importance of being on time and of reporting tardiness and absence to employers.
- Appropriate identification – They may not have a valid driver's license or state identification card.
- Transportation – Getting to interviews or job sites without a reliable automobile or good public transportation can be quite challenging.
- Mistrust of Authority and Organization – For these individuals, historical hostility may permeate their dealings with other groups. For some, past experiences with political injustices may affect their ability to trust in government agencies and/or programs.

Emphasis of counseling:

- Allow for venting of stress, anger and dissatisfaction.

- Model mediation of conflicts.
- Model providing support to one another.
- Reveal importance of relationships that are not sexual in nature.
- Instill good work ethics.
- Instill job retention values.

Day to Day Activities for Job Readiness/ Group Counseling Component

<u>Day</u>	<u>Activities</u>
Day One	Introduction
Day Two	Why Get A Job
Day Three	How do you see yourself?
Day Four	Culture Video
Day Five	Attitude-Putting it to work.
Day Six	Know & Like Yourself
Day Seven	It's NOT where you are from. It's where you ARE that counts.
Day Eight	Legal concerns: Parking/traffic tickets, driver's license, child support, criminal history, immigration, draft status.
Day Nine	Parenting/Relationships What makes a good parent?
Day Ten	Parenting/Relationships My partner and me.
Day Eleven	Money Management/ How much will I make? How much will I need?/ How will I get the things I want?/ Banking procedures: Savings &Checking
Day Twelve	Other Management Concerns: Credit Cards/Interest Rate/Check Cashing Services/Pay Advance/Rent to Own
Day Thirteen	Strategies for Success
Day Fourteen	Career Planning
Day Fifteen	Resumes
Day Sixteen	Completing Applications
Day Seventeen	Critiquing Interview
Day Eighteen	Pre-skills Interview/participant critique
Day Nineteen	Pre-skills Interview/participant critique
Day Twenty	Interview Skills
Day Twenty-one	Interview Skills/How do you see yourself now?
Day Twenty-two	Retention Strategies
Day Twenty-three	Final Feedback
Day Twenty-four	Job Retention

Day One

Goal: The trainees will begin to be comfortable working together as a group.

Instructors Notes:

There are several Ice Breaker activities that you may consider using:

- a) Have the trainees give their first name; tell how they got that name, how they feel about the name, and whether they want to keep it.
- b) Have the trainees draw a symbol on a piece of paper that illustrates something significant about them. Do not put their names on the paper. Have the other trainees guess whose is whose. Then, have the trainee who drew the symbol explain why they drew the symbol, and how it relates to them.
- c) Have the trainees play a Culture Bingo by matching individuals to descriptors on a bingo grid created from the cultural values/attributes of your student population. For example: Has three children, born in May, graduated from XYZ High School, lives in XYZ area of the city.

Materials needed: Pens, paper, culture grids (see attached sample).

B	I	N	G	O
		Free Space		
Participants will place an “X” in any box whose category describes them and an “O” in any unused boxes. Squares to accomplish bingo are the same as in any bingo game.				

Day Two

Goal: The trainees will learn that there are many good reasons to put forth effort in getting a job.

Activity:

- a) Have the trainees generate as many reasons as they can as to why they should get a job.
- b) Put the reasons on a blackboard or flip chart, discussing them as they are given.
- c) Compare their list to the attached list, and provide and discuss the additional reasons.

Materials needed: Blackboard and chalk or flip chart and marker.

Job Acquisition Skills

Why Get a Job?

Getting a job is a lot of hard work. Is it worth the effort? The answer is “**Yes!**” Think about all the good things that can happen to you when you get a job:

1. You earn your pay!
2. You learn how to accept responsibility.
3. You learn about the working world.
4. You get work experience.
5. You find out more about what you like and what you dislike.
6. You can be a valuable employee to your employer and be promoted to different jobs, thus increasing your pay.
7. Work experience is important when looking for another job, thus making your chances for improving your income increase as well as being capable of doing numerous jobs.
8. You learn that the key to self-sustaining and financial success is gainful employment.
9. Your self-esteem is increased.
10. You meet new people.

Now that you see the benefits of being employed, you must take the first step to find a job.

Day Three

Goal: The trainees will learn to assess themselves accurately on personal hygiene and dress.

Activity:

- a) Have the trainees complete the Image Checklist.
- b) Have the trainees count the number of A's they have.
- c) Use the following rating scale as a means of generating discussion:
 - 7 – 8 Most Employable
 - 5 – 6 Employable
 - 3 – 4 Least Employable
 - 1 – 2 Not yet Employable
- d) Discuss the results with the trainees.

Materials: Checklist and pens, blackboard and chalk or flip chart and marker.

IMAGE CHECKLIST

MEN

I. Personal Appearance

Hair Cleanliness:

- ☐ A. Healthy-looking, squeaky clean
- ☐ B. Dull, lifeless
- ☐ B. Greasy
- ☐ B. Dandruff

Hair Style:

- ☐ A. Freshly, trimmed and styled
- ☐ B. Shaggy, needs trim and style
- ☐ B. Very long or extreme style
- ☐ B. Uncombed, unkempt

Face and Complexion:

- ☐ A. Freshly shaven, glow of cleanliness
- ☐ B. Five o'clock shadow
- ☐ B. Didn't shave at all today
- ☐ B. Scraggly or unkempt beard or mustache

Personal Hygiene:

- ☐ A. Clean smelling, used deodorant, fragrance is subtle, breath is clean
- ☐ B. Showered, but did not use deodorant
- ☐ B. Cologne that is too strong

Hands and Nails:

- ☐ A. Immaculate and trimmed
- ☐ B. Nails too long or chewed
- ☐ B. Jagged, broken, dirty nails
- ☐ B. Nicotine-stained fingers

II. Attire

Jewelry:

- ☐ A. Tastefully simple
- ☐ B. Big, gaudy jewelry
- ☐ B. Visible tattoos, body piercing

Footwear:

- ☐ A. Simple, clean, polished, and appropriate
- ☐ B. Unpolished
- ☐ B. Heels worn down
- ☐ B. White socks or socks that do not match slacks
- ☐ B. Socks so short that part of the leg shows

Clothing:

- ☐ A. Clean and pressed, appropriate for work
- ☐ B. Pants bunched up with a belt
- ☐ B. Belt buckle worn to side of slacks
- ☐ B. Stains on tie
- ☐ B. Perspiration-stained clothes
- ☐ B. Loose buttons
- ☐ B. Clothing in need of repair
- ☐ B. Wild-looking tie or no tie
- ☐ B. Thick wallet in back pocket

III. Language

- ☐ A. Proper communication skills
- ☐ B. Profanity
- ☐ B. Slang/Ebonics

The more “A’s” you have, the better the impression you will make.

IMAGE CHECKLIST

WOMEN

I. Personal Appearance

Hair Cleanliness:

- ☐ A. Healthy-looking, squeaky clean
- ☐ B. Dull, lifeless
- ☐ B. Greasy
- ☐ B. Dandruff
- ☐ B. Accumulation of hair spray

Hair Style:

- ☐ A. Freshly, trimmed and styled
- ☐ B. Extreme style or color
- ☐ B. Dyed or bleached hair with roots needing retouching
- ☐ B. Uncombed and/or messy looking

Face and Complexion:

- ☐ A. Fresh, natural-looking makeup matching skin color
- ☐ B. Smudged makeup, worn off lipstick
- ☐ B. Very heavy, theatrical makeup
- ☐ B. No makeup

Personal Hygiene:

- ☐ A. Clean smelling, breath is fresh
- ☐ B. Showered but did not use deodorant and mouthwash
- ☐ B. Strong perfume

Hands and Nails:

- ☐ A. Neat and clean, well kept
- ☐ B. Very long or chewed nails
- ☐ B. Jagged, broken, dirty nails
- ☐ B. Nicotine-stained fingers

II. Attire

Jewelry:

- ☐ A. Simple and attractive
- ☐ B. Jewelry which is noisy
- ☐ B. Pierced ears without earrings
- ☐ B. Visible tattoos, body piercing

Footwear:

- ☐ A. Clean, polished, appropriate
- ☐ B. Unpolished or worn
- ☐ B. Very high heels
- ☐ B. Torn stockings
- ☐ B. Toe-reinforced stockings with sandals
- ☐ B. Dirty toenails with sandals

Clothing:

- ☐ A. Clean, pressed, appropriate for the job
- ☐ B. Too tight or short pants or skirt
- ☐ B. Underwear showing or visible
- ☐ A. Proper communication skills
- ☐ B. Profanity
- ☐ B. Slang/Ebonics

III. Language

The more “A’s” you have, the better the impression you will make.

Day Four

Goal: The trainees will learn how appearance and behavior affect the impression they make.

Activity:

- a) Show the Culture Video.
- b) Have the trainees discuss what they saw.

Materials: Culture Video or role-playing of those situations.

Instructor's Notes: The culture video shows scenarios related to training and work, in which individuals display inappropriate appearance or behavior such as: speaking loudly, speaking their native language around those who don't, displaying poor phone manners, and other poor behavior at the training and work site.

CULTURE VIDEO

→ WORK ETHICS

→ APPROPRIATE APPEARANCE

Scenario: Show a group of MWTP trainees entering the cafeteria talking loudly, with gestures, and also dressed inappropriately (gold teeth, tattoos, crop tops, short shorts/dresses, hip hugging pants with underwear exposed, pants legs up & down). Show college students looking up and reacting negatively to this group of MWTP trainees).

→ CORRECT SPEAKING TONE IN THE WORKPLACE/TRAINING SITE

Scenario: Show an MWTP trainee sitting on the side of the student center building. He should be wearing braids or dreads, and should have gold teeth in front. Have a mature male in suit and tie pass by, look at him, and then question his belonging on campus. Have the trainee talk loudly and inappropriately, and refuse to show his ID, answering in monosyllables, etc.

→ SPEAKING IN COMMON LANGUAGE IN A GROUP

Scenario: Show a group of Hispanics/Latinos in a classroom situation with non-Spanish speaking people. Have them start in a general conversation, then lapse into a private conversation in Spanish.

→ SEPERATING PERSONAL LIFE FROM PROFESSIONAL LIFE

→ PHONE MANNERS

Scenario: Have a trainee calling in to his Program Manager with loud music in the background. He is supposedly calling in sick, and leaving a message saying it's now 10:00 AM (he was supposed to be in class at 8:00 AM). He is using slang and other inappropriate phrases and tones for a call in sick. Have him make up unbelievable excuses for why he is late calling.

→ DEALING WITH SPIRITUALITY IN THE WORKPLACE

→ SEXUAL HARASSMENT

Scenario: Show a group of mixed African American MWTP male trainees and Hispanic/Latinos male trainees on a college campus ogling and cat calling a group of women at the training site or on a job site.

Day Five

Goal: The trainees will learn the correlation between a positive attitude and getting a job.

Activity:

- a) The instructor will initiate a discussion on how attitude affects interaction with people in general; and how particular attitudes affect those interactions.
- b) The trainees will complete the “Attitude Worksheet” and compute their scores.
- c) The instructor will discuss their results.

Materials: Pens and Attitude Worksheet.

Instructor’s Notes: In the discussion, make certain to include racist attitudes in the classroom as well as on the job. Distribute the handout, “My Attitude” to the trainees if appropriate.

WHAT'S YOUR ATTITUDE? WORKSHEET

How are you doing? Rate yourself on a scale of 1 to 5 in each of these areas: (1 for the lowest/most negative, 5 for highest/most positive)

1.	I think my boss will rate my attitude		1	2	3	4	5
2.	I think my attitude at work is	1	2	3	4	5	
3.	Most of my co-workers would give me a		1	2	3	4	5
4.	My family would probably rate me		1	2	3	4	5
5.	I face up to my problems		1	2	3	4	5
6.	If one approach to a problem doesn't work, I try other ones until I find a solution		1	2	3	4	5
7.	I ask for help when I need it and offer help to others when I can		1	2	3	4	5
8.	I believe that I can do most things if I stick to the job.		1	2	3	4	5
9.	I try to find the good things in a person or a situation, even if it means looking hard	1	2	3	4	5	
10.	When I have trouble with another person I try to see the problem from their viewpoint		1	2	3	4	5

What's your score?

- 40-50: "A" for attitude; you're doing a **great job**
30-40: Good for you; you're **trying hard**
20-30: An **attitude adjustment** will give you a boost
10-20: Work on making **major changes** in your outlook

Based on the answers you've given to the questions in this pamphlet, what are three things you've done in the last week that demonstrate you have a good attitude?

1. _____
2. _____
3. _____

Now, think about the opposite. What happened this week that a boss or co-worker might consider to be bad attitude?

1. _____
2. _____
3. _____

ATTITUDE

% SMILE

% BE COMFORTABLE AROUND OTHERS

A positive attitude makes other people feel good toward you; they like having you around. It is the same with employers. You are most likely to be hired if you present a positive attitude.

Even if you are a shy and quiet person, you can develop a positive attitude and be successful in your job search. There are two things employers look for during an interview:

- ə 1. A “can do” attitude; this means that you know you can do the job or that you will be able to do the job after training.
- ə 2. A willingness to work. Don’t look for a job unless you are willing to work hard. You must convince the employer that you are not afraid of hard work.

Now that you know something about a positive attitude there are four things you must know about finding a job:

% SPEAK CLEARLY

% BE ENTHUSIASTIC

1 Go where the jobs are. On your job you should interview at fast-food restaurants, department stores, and other businesses with jobs you are qualified to fill. When you have work experience you can be more selective about the type of jobs you apply for.


2 Job search alone. Employers do not want to hire children. You must be grown up, independent and job search alone. If you bring a parent or a friend along on an interview, you are telling the employer that you aren’t grown up enough to handle this job alone.

3 Start your job search early, before the school year ends, before other students start looking for a job, and before most of the job are filled. Don’t stop looking until you have convinced yourself and the employer you are the best person for the job.


4 Job Searching is Selling. Employers will hire the person who wants the job the most and who is best qualified. Be prepared to name one or two reasons why you are qualified for the position and convince the employer that you sincerely want the job. You are the sales person you are the product. Remember, a positive attitude is valuable. In your job search, on the job, and every day, “Be the very best that you can be.”


HOW ARE YOU DOING?


The first step towards a *positive, productive, successful attitude* starts at home.


 **Know and like yourself.** When you become negative, or hopeless, or too self-critical, you need to *stop and think about your strengths and your good points*. If you're always putting yourself down, you're inviting others to do the same.

Take another look at your checklist. *You did those things, and you need to give yourself credit for doing them!* Reminding yourself of the positive steps you've made is a good way to get ready to do more of them.

 **Reach out.** Everybody needs a support group. Family and romantic attachments are important. So are “just friends” – people who like us with faults and all. It may sound corny but it's true – be a good friend and you'll always have good friends.

 **One day at a time.** You made a mistake yesterday? So did lots of other people. Admit what you did wrong. Learn from it, get over it, and move ahead. You can't change the past. Don't let it get in the way of doing better today.

 **Keep moving.** Feeling good *physically* is an important part of having a good attitude. Get some exercise every day. Take a walk on your break or lunch hour, use the stairs instead of the elevator, play ball or tag with the kids.

 **Have some fun.** Everyone needs a change of pace. Getting used to a new job is hard work. Do something that makes you feel good; going to the game with friends, singing in the church choir, fixing a special for your best buddy.

PUT YOUR ATTITUDE TO WORK...

Your attitude *about work* and *on the job* makes all the difference between just “hanging on,” and getting ahead. More important than education, skills, or experience, **a positive attitude is the key to success and job satisfaction**. Learn to be an optimist – a person who believes that *good* events have *permanent causes*, so they’re likely to happen often.

✚ “I got the promotion because I proved I’m a reliable worker and I did a job learning the new system.”

✚ “The argument I had with Amalia happened because we were both tired, but I know we’ll be friends again in a few days.”

✚ If you think of setbacks and disappointments as being temporary, then you will view any bad things that happen as just the results of one-time causes or bad luck that will change soon. With an attitude such as this, problems and failures can usually be overcome by trying a fresh approach.


✚ “I didn’t get the promotion because Jesse has been here a lot longer. But Mr. Lee likes my work, so I’ll probably move up soon”


✚ “Amalia sure got mad with me last night. I’ll send her a funny card and a chocolate coin. She’ll get a laugh out of that.”


THAT WINNING ATTITUDE


Your attitude - the way you feel about yourself, the way you look at the world, the way you show your mood to others – is like a pair of glasses. It can make everything you see look sharper, more attractive...or fuzzy, small, and unimportant.

Simply having a good attitude won't keep you from ever having hard times, disappointments, or problems. But maintaining a positive attitude most of the time makes life easier and more rewarding.




 **Look at the facts.** Don't ignore the negatives, but put the accent on the favorable ones.

 **Talk things over,** with yourself and with others who can help. Putting thoughts and feelings into words helps make them much clearer. And, checking with a neutral party can help you determine if it's a problem you need to do something about by talking with so-and-so, OR a problem that's your problem alone and the person that you need to change is YOU.


 **Think about your options.** In every situation, there's almost always more than just one choice. Make sure you're choosing the one that *benefits* you, and makes it more likely you will be successful in the future.


 **Decide on the best approach** for reaching your goal or solving your problem. **Then DO IT!** You won't always succeed at everything you try...but you can't win unless you play the game!


A positive attitude helps to make you **a winner at home**. It means:

-  better relationships;
-  higher energy levels;
-  greater problem-solving ability.

And a good attitude makes **work more satisfying** because....

 you get more done when you have clear goals and believe in your own abilities to reach them.

 you become a valued co-worker and team member. People like being around you and want to cooperate with you.

 the day goes faster when you make the best of it instead of looking for faults, problems, and obstacles.

Will a good attitude solve all your problems and make you rich, famous, good-looking, and happy? No. But it's a good starting place!

MY ATTITUDE

I Promise Myself:

To be so strong that nothing can disturb my peace and mind.

To talk health, happiness, and prosperity to every person I meet.

To make all my friends feel that there is something in them.

To look at the sunny side of everything and make my optimism come true.

To think only the best, to work only for the best, and expect only the best.

To be as enthusiastic about the success of others as I am about my own.

To forget the mistakes of the past and press on to greater achievements of the future.

To wear a cheerful countenance at all times and give every living creature I meet a smile.

To give so much time to the improvements of myself that I have no time to criticize others.

To be too large for worry, too noble for angry, too strong for fear, and too happy to permit the pressure of trouble.

--Author Unknown

My Attitude Is My Life & My Service!

Day Six

Goal: The trainees will be encouraged to identify their strengths and weaknesses as well as possible solutions for improvement.

Activity:

- a) Have the trainees provide answers to the scenarios and discuss those answers.
- b) Have the trainees complete the rating sheet for employees and discuss their ratings.
- c) Initiate a discussion on how they might improve some of the areas in which they did not score well.

Materials: Pens, scenarios, and rating sheet.

RATE YOURSELF AS AN EMPLOYEE




Your boss explains some changes in your job to you. You do not understand them.

What should you do?



- a. Tell him that you did not understand clearly what it is that you are to do and will he please repeat the instructions again. Never feel embarrassed to ask for directions to be repeated. It is best to be told a second time than to do the job incorrectly.
- B. Do the best job you can and try not to bother your boss unless it is necessary.

How would you handle the following situations?

You are supposed to be at work at 8:00 a.m., the alarm goes off but you do not get right up. When you realize the time, it is impossible to get to work on time;

-  Call in, tell the truth, and say that you will get there as soon as possible.
-  Call in sick.
-  Get to work as fast as you can.

You need to take your baby to the doctor for a checkup. You work from noon until 4:00 p.m.

-  Schedule the appointment for the morning so that you can get to work on time.
-  Schedule the appointment during work hours because you have medical pay for doctors' appointments.

Pretend you are the boss. How would you rate yourself (as an employee) on each of the following:

	Always	Sometimes	Never
a. At work (no missed days)	_____	_____	_____
b. On time	_____	_____	_____
c. Does assigned jobs	_____	_____	_____
d. Does jobs quickly	_____	_____	_____
e. Does job well	_____	_____	_____
f. Follows directions	_____	_____	_____
g. Dresses appropriately	_____	_____	_____
h. Gives notice of absence	_____	_____	_____
i. Does share of work	_____	_____	_____
j. Is courteous	_____	_____	_____

Day Seven

Goal: The trainees will be encouraged to take an inventory of their personal traits.

Activity: The instructor will use the attached. “Tales from the Bright Side” to initiate a discussion of how personality differences can affect success in life.

Materials: Handout “Tales from the Bright Side.”

It's Not Where You Are From: It's Where You Are At

So now you know the essence of what you are about to do and you are saying to yourself, "Can I really do this." Well, we cannot answer that for you. If you were to ask us, we would say, "Of course you can." But it is up to you to convince yourself of that. If you made it is to this point, you have already taken the first step. We know that you can do the rest.

Skeptical? That's understandable. Most young adults would be because most of the information they see about young adults - on television, in newspaper, and in magazines - involves a young person doing something negative. Why believe that you can make it when all you see is despair and gloom? We recognize that there are times when our environment wears us down. We get so consumed by the reality of today that it is hard to believe in the chance of tomorrow. Too much gangbanging, drugs, and violence can sure play against success. But who said success was easy? It's hard work.

If you believe you can and will be a success, then it does not matter where you are from; all that matters is where you're at. It is extremely important that you believe this statement is saying that you believe in yourself. Consider two high school dropouts, both from the same school, same class, same teachers, similar households and economic conditions. One goes on to become a Federal circuit court judge and other a career criminal. The difference is their outlook. One saw no opportunity and despair, the other saw opportunity and hope. What you see influences what you do and how you act.

For example, if you believe that there are opportunities available for you in society, you may be more willing to participate in developmental activities than if you believe that society has very limited opportunities for you. The benefit of positive outlook is essential. It can mean the difference between achievement and failure. You need to create an outlook that will contribute to your success in this world. Until you eliminate your negative outlook, you can never achieve any degree of success.

KEEPING IT REAL

"I feel that there are a lot kids who are out there scared. They are scared of growing up and having to have some type of responsibility. So they rather just get in trouble and blame it on where they live. But that is not how it is; no matter where you live, no matter what type of family you come from, there is always a way to make it."

-20 years old, employed at \$18,000 for 1 year, 8 months, high school dropout

How do you create a positive outlook? First, you must realize that most of your assumptions are untested and unexamined. You may feel that your school is not concerned about your education or that society is not at all interested in your success. But is that really the way things are?

In order to deal with your assumptions you must acknowledge them. Then you need to examine them, test them, in a broader frame. Sometimes your assumptions are so entrenched that they overshadow all other experiences that could change them. For example, if you live in an environment where you see constant violence, death, and survival by any means necessary, you may shut out any positive messages from teachers and other concerned adults because what you see overwhelms what they are saying.

People who have a certain view of life become resistant to any outlook that may differ from their own. They defend themselves from other views by avoiding new situations. In doing so, they fail to challenge their assumptions or to learn the new skills that will make them successful.

How do you change this negative outlook? First evaluate your view of success and how one becomes successful. Figure out what information this view is based on. Then ask yourself, "Am I willing to consider that my view may be wrong, incomplete, or misguided?"

We will share with you some strategies for developing the skills to talk about your outlook, to allow others to point out misguided assumptions, and to explore the realm of possibilities that are waiting for you.

KEEPING IT REAL

"My life was not all that hard, it was not all that soft"

-23 years old, employed at \$15,000 for 1 year, high school graduate

Tales from the Bright Side

Ray and Rory were like two peas in a pod. They were homeboys to the end. They were both working as lookouts for a local drug dealer. A local youth worker, who knew what they were up to, invited them to the youth center to explore other options for making money. Ray and Roy took him up on his invitation. They revealed that they sold drugs just to buy new clothes and sneakers and to have some spending money in their pocket. After some discussion, they agreed that if they could earn \$125 a week, they would leave the drug business. This would enable them to them to afford all of the things they thought were important.

The youth worker informed them that he would need three weeks to prepare them for a job search. They would go over responsibilities of work, filling out an application, interviewing and techniques on how to keep a job. Once they were prepared, Ray and Rory would interview with local businesses such as the cleaners, video store and an auto parts store. If they were still unsuccessful in finding a job, the youth worker informed them he would give them a job at the youth center.

Ray came back, but Rory never did. Rory did not believe what the youth worker told them. Ray got a job, completed high school, and is enrolled in a community college. Rory was shot five times in a phone booth and died.

Why did Ray come back? Why did Rory stop coming to the youth center?



GET TO WORK!

How do the majority of people you know see their future?

Why do they see it this way?

How does your view of the future differ from the majority of people in your community?

What values are strong within your community?

Start conversation with your friends about the future. Where do they see themselves headed? Challenge and question them as to why they feel this way. Have the same discussion with adults. Can you tell which ones will be successful?

Day Eight

Goal: The trainees will learn the significance of addressing legal issues in a timely manner in order to avoid negative consequences.

Activity: This will vary according to the type of resource acquired.

Materials: Pull from the community resources for people, forms, brochures and other means of illustrating how to deal with legal concerns such as parking/traffic tickets, drivers licenses, child support, criminal history, immigration and the draft.

Day Nine

Parenting and Relationships

Goal: The trainees will learn the qualities of good parents and how to be better parents.

What makes a good parent?

Use these two days to allow trainees the opportunity to discover areas for improvement in their relationships with significant others and with their children.

Each of us has our own parenting style and our own characteristics that attract others to us. Use this time to discover things about your trainees that prevent them from being the “best-to-someone-else” that they can be.

LESSONS TO BE LEARNED

- How to be a better parent
- How to walk away from unhealthy relationships
- How to cope with parenting and significant others
- Making situations workable through love

Open a discussion about parenting and personal relationships that each trainee must participate in. For trainees who have no children, encourage them to think about the kind of parent they aspire to be in the future.

Key questions of the discussion:

- “What makes a good parent?”
- “What makes a good partner?”
- “What kind of parent am I?”
- “Is my partner pleased with my parenting and vice versa?”
- “What are the things about my children that I want to correct and how can I correct them?”
- “Is my relationship with my partner healthy and have I grown from being with that person spiritually, mentally, emotionally? If not, how can one get out of a lasting bad relationship?”

Feel free to add any additional questions you may have of your group but keep time in mind and don't lose the discussion. Sex and money will become dominant issues as the discussion unfolds, but stay on track with the lessons to be learned. Throughout the entire discussion talk about options and encourage trainees to take control of their situations and prevent *others* from determining *their* realities.

Day Ten

Parenting/Relationships

Goal: The trainees will further explore their relationships as they pertain to parenting.

My partner and me.

Bring in construction paper, ethnic magazines, glue stick and scissors and have the group to create individual collages that tell their story as it pertains to parenting and relationships. Have each trainee explain his/her collage and distribute the book, *The Black Parenting Book* if time permits.

Distribute the attached poetry as encouragement for trainees.

Just Because...

Just because no one has been fortunate enough to realize what a gold mine you are, doesn't mean you shine any less.

Just because no one has been smart enough to figure out that you can't be topped, doesn't stop you from being the best.

Just because no one has come along to share your life, doesn't mean that day isn't coming.

Just because no one has made this race worthwhile, doesn't give you permission to stop running.

Just because no one has realized how much of a woman or man you are, doesn't mean they can affect your femininity or masculinity.

Just because no one has come to take the loneliness away, doesn't mean you have to settle for a lower quality.

Just because no one has shown up who can love you on your level, doesn't mean you have to sink to his or hers.

Just because you deserve the very best there is, doesn't mean that life is always fair.

Just because God is still preparing your King or Queen, doesn't mean that you aren't a Queen or King already.

Just because your situation doesn't seem to be progressing right now, doesn't mean you need to change a thing.

Keep shining, keep running, keep hoping, keep praying, keep being exactly what you are already...complete.

A Creed To Live By

Don't undermine your worth by comparing yourself with others.
It is because we are different that each of us is special.

Don't set your goals by what other people deem important.
Only you know what is best for you.

Don't take for granted the things closest to your heart.
Cling to them as you would your life, for without them, life is meaningless.
Don't let your life slip through your fingers by living in the past or for the future.
By living your life one day at a time, you live all the days of your life.

Don't give up when you still have something to give.
Nothing is really over until the moment you stop trying.
Don't be afraid to admit that you are less than perfect.
It is this fragile thread that binds us to each other.

Don't be afraid to encounter risks!
It is by taking chances that we learn how to be brave.
Don't shut love out of your life by saying it is impossible to find.
The quickest way to receive love is to give love;
the fastest way to lose love is to hold it too tightly;
and the best way to keep love is to give it wings.

Don't dismiss your dreams.
To be without dreams is to be without hope;
to be without hope is to be without purpose.

Don't run through life so fast that you forget not only where you've been,
but also where you're going.
Life is not a race, but a journey to be savored each step of the way.

Nancye Sims

IV
William Earnest Henley
From the poem *Invictus*
1875

Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find, me unafraid.

It matters not how straight the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.

William Earnest Henley
*From the poem *Invictus**
1875

DAY ELEVEN

Goal: The trainees will learn how to establish a budget and master money management strategies.

Activities:

- a) Have the trainee's role play the worker and bill collector using fake money in small denominations.
- b) Using an entry-level hourly wage (e.g., \$8.00/hr), have them compute a reasonable monthly take home salary after taxes.
- c) Give that amount (including small denominations) to the worker.
- d) Implement deductions in reasonable amounts for recurring monthly expenses. (rent, utilities, groceries, telephone and cable, clothing, medication, etc. (THESE DEDUCTIONS CAN VARY PER SITE ACCORDING TO THE POPULATION.)
- e) Have the bill collector withdraw the monetary amounts from the worker's cash as the deductions are generated.
- f) Discuss the results with the trainees.

Materials: Fake money, list of appropriate expenses, and budget worksheet.

Homework: Have trainees complete a budget worksheet, listing and itemizing the amount of their recurring expenses per month.

Monthly Budget Planning Worksheet

Type	Source	Income Estimate	Amount	Date	Paid
Wages	Self	_____	_____	_____	_____
	Spouse	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
Income Total		_____	_____	_____	_____

Fixed Expenses

Housing

Rent/Mortgage	_____
Gas	_____
Electricity	_____
Telephone	_____
Repairs/Taxes	_____
Insurance	_____

Transportation

Car Payments	_____
Car Insurance	_____
Bus/Taxi	_____

Total Fixed

DAY TWELVE

Goal: The trainees will learn how to establish a budget and master money management strategies.

Activity: Based on the completed budget worksheet, the instructor will initiate a discussion on how to budget for desirable additions, such as an automobile, house, travel and entertainment.

DAY THIRTEEN

Goal: The trainees will recognize that they are capable of attaining success.

Activity:

- a) The instructor will initiate a discussion of the “Strategies for Success” (see attached).

Before you move on, take some time to think about the cost of not being successful. Think about the successful people you know and what barriers they had to overcome to be a success. Think about your own personal excuses and how they have kept you from realizing your goals. Think about your definition of success. Think hard about these things as you prepare for your success journey.

Strategies for Success

It is time to get down to the basics of being a successful young adult. The strategies we share with you have come from other young adults, like yourself, who used them to achieve success. We do not want you to think that they have all the answers. No one does. But if these strategies worked for them, they can work for you, too. You have nothing to lose and everything to gain.

In this section, we will give you a brief overview of each strategy. In following sections, we will give you more details and start you on the success process. Remember, for this to work, you must do more than just read “this section”. You must be committed and involved. That is why there are many exercises for you to complete. Without involvement, there is no commitment. Stay engaged in your own success. No one will do it for you. **Get ready, take a deep breath, and believe that you have the power to make your dreams come true.**

KEEPING IT REAL

“What you have to do to be successful comes from you. A lot of kids don’t have it. They’re not willing to take orders. They’re not willing to follow procedures. They are not capable of listening and trying to break their backs to get where they want. They want what they want and are not willing to work for it.”

-23 years old, salary unknown, employed for 4 years, high school graduate

Strategy I. Wake up

Young adults are successful because they are determined and motivated. As one young man stated, “If hanging out means a whole lot to you, then you are not ready.”

But being motivated may not be enough. Successful young adults constantly evaluate their behaviors, attitudes and values. You must do the same. We will help you do a self-evaluation. You have the knowledge, skills and power to do it by yourself, for yourself. By doing this self-evaluation, you will be taking an important step in assuming responsibility for your development.

Strategy II. Take Control

Emotions get out of control, especially in the lives of young adults. Adolescence is the most challenging time in any person's life. It is a time when you are faced with tremendous physical and psychological changes.

Unhealthy emotions might be interfering with your success. These unhealthy emotions can lead to unhealthy behaviors, which if not dealt with, can destroy your plans for success. If you want to be successful, you must acknowledge the truth of their existence and learn how to deal with them.

Strategy III. Have a Purpose

How often have you heard someone say, "do and be your best!" Doing and being your best is difficult, especially when you see no purpose in what you are doing. Just think about how many young adults are attending school with no real purpose. What if they had a purpose for being in school? Would there be any difference in the quality of their work or their grades? We think so. A purpose lets you focus your talents and energies on what you find truly important. You will find that success is more easily achieved when you have a purpose and a reason for working and getting an education.

Strategy IV. Get Connected

Successful young adults credit a person or organization (mentor, counselor, parent, teacher, program, or school) for helping them navigate the path to success. We suggest that you go out and get some of those people in your life if you don't already have them.

Who would you list on your Success Advisory Board? Also important is a positive peer support group. Which friends would you list who are seeking or who have achieved the success that you are seeking?

Strategy V. Plan

You know the direction you want to go. Now you need to figure out how to get there. There is a direct connection between young adults who are not doing anything exceptionally positive and those who don't have a plan.

DAY FOURTEEN, FIFTEEN AND SIXTEEN

Goal: The trainees will learn the steps necessary for developing a good resume that highlights their marketable skills.

Activity:

- a) This will vary according to the use of the attached resources.

Job Readiness

Resume Hints

Days 14, 15, & 16

No-No's

If in doubt, leave it out. Stick to the facts and only reveal information that will encourage the reader to call for an interview.

No Personal Information

Leave off anything related to hobbies or personal interests. If it doesn't relate to employment it doesn't belong on a resume.

No Personal Pronouns

Don't use "I" or "Me" in a resume. Sentence structure is typically very short leading with action verbs. Sentences like, "I was responsible..." are not used in a resume. Instead the sentence would begin with, "responsible for..."

No Family Information

Don't use the small space available on your resume to list your marital status or family size.

No Personal Bio's

Leave off anything that could be used as discriminatory information. Remember, the people reading resumes are not initially reading to select, they are reading to eliminate. There are no reasons to reveal your age or any other personal data. The reader should be selecting candidates based strictly based on skills and experience.

No Reasons for Leaving

This type of information goes on the application. If there is a problem with a former employer and you left under difficult measures, you cannot explain the reason in writing. Keep in mind the resume is to highlight your accomplishments.

No Graphics and Artwork

Writing a resume using a computer has certainly made it quick and easy. It has also created the temptation to make use of clip art and all the different fonts. Resist this temptation. Your resume will not look clever and original; it will look like an amateur produced it and it will not even be read.

A WINNING RESUME

A Guide to Writing an Effective Resume

A resume is a written summary of your skills, achievements, and work experience. It is used to communicate to employers what you can do for them.

There are many ways to write resumes, and different ideas about what should and should not be included. This booklet will help you choose the format that most favorably presents your background as it relates to the kind of position you are currently seeking.

Although it is important to have a good resume, it is also important to remember that a resume by itself will not get you a job.

A resume is a supplement to the main focus of your job search – personal meetings with contacts and employers. Many job seekers initially reject this idea because they find it much more comfortable to mail out resumes and letters and sit back waiting for results. This is usually not effective.

Why do you need a resume?

1. A Self-Inventory

The process of writing a resume helps you to assess your strengths and accomplishments and to focus your job search.

2. A Sales Brochure

A resume is intended to sell you to potential employers. For that reason, you want to include only information that will make employers want to meet with you.

3. A Reminder After an Interview

It's always best if you can wait to send a resume until after you've met with a potential employer. Then you can tailor your resume to the particular position. This resume can serve as a reminder of you after the interview. It can be shown to others who did not have a chance to meet you.

4. A Screening Document for Agencies and Recruiters

The resume is necessary for working with agencies and recruiters because it gives them a convenient summary of your background that can be forwarded to an employer.

5. Answering Newspaper Ads

A resume and cover letter are usually used when answering newspaper job announcements.

What kind of position are you looking for?

Before you can write an effective resume, you need to know what kind of job you want. Otherwise, it can be like packing for a vacation without knowing where you're going. How do you know what to put in the suitcase? With a specific job objective in mind, you'll know what part of your background and experience to emphasize.

What kind of resume should you use?

1. Chronological

The chronological resume presents your work history and accomplishments in reverse chronological order. It contains job titles, employer names, and dates worked and describes what you did in each job. It is suited for individuals who:

- Have a steady record of employment in an industry or functional area.
- Want to stay in the same line of work.

2. Functional

The functional resume emphasizes your skills or areas of functional expertise. It often does not include names of employer's or dates. It is best suited for individuals who:

- Want to change careers.
- Want to return to a professional area they worked in earlier in their career.
- Have large time gaps in their work history.
- Have extensive accomplishments in volunteer work or hobbies.

3. The Combination

Chronological and functional elements can be combined in a single resume. This can be a useful technique for individuals who:

- Want to emphasize their unique skills and accomplishments
- Want to de-emphasize certain parts of their employment history.

Midlife and older workers with extensive work experience may find this format most versatile for their needs.

What kind of background information should you include in a resume?

Any organization is primarily interested in hiring someone who can help them accomplish important tasks and solve problems.

In the positions you've held, you have no doubt done many jobs that have had a positive impact on the organizations for which you have worked. Communicating these tangible accomplishments is the best evidence that you are a highly effective employee and that you can use your skills to achieve important results.

Yet, when you begin thinking about what you've done, you may find it difficult to remember your past achievements and contributions. For this reason, an important step in writing your resume is to take some time to develop a list of accomplishments.

GUIDELINES FOR PREPARING ACCOMPLISHMENTS

1. State what you did briefly and clearly using strong action verbs.
2. Specify the results or impact on the organization using numbers or percentages whenever possible.

Examples:

- Negotiated favorable lease agreements (new and renewal), maintaining a low vacancy rate for the complex during a soft rental market.
- Communicated extensively with customers inquiring about a 150-item product list. This communication decreased the number of returned orders by 20 percent.
- Wrote and edited monthly ***Human Resources Law Newsletter***, distributed to all divisions keeping key personnel current with evolving case law in personnel area.
- Coordinated various community groups for a major fund-raiser, increasing volunteer participation by 35 percent over previous year.
- Initiated and implemented a strategy for consolidating computer operations from three centers to two at a significant cost savings and without interrupting processing.
- Effectively evaluated thousands of emergency calls, quickly setting priorities and re-evaluating them, resulting in 10-minute response time for critical calls.

What are the elements of a resume?

Contact Information

At the top of your resume you should clearly state your name, current address, and telephone number.

Objective

The objective is a clear statement of the type of work for which you are looking. Its purpose is to answer the question, “What kind of work are you seeking?” If you have a direct answer to that question, you can write a simple objective:

Food Services Worker
Personnel/Employee Relations Manager
Executive Secretary
Chief Financial Officer

Resume Headline

If your objective is more general, you can use a resume headline or a resume summary.

Both state the type of job you are seeking in general terms. As an example, instead of writing “Office Manager”, you could state “General Office Management and Supervision” as your objective. This gives your resume greater flexibility because job titles vary from company to company.

Other Sample Headlines:

- **Administrative Support Specialist** with broad experience in project coordination, problem solving, communication, public relations, and supervision.
- **Financial Manager** with extensive experience in cost accounting, financial reporting, budget development/reporting, forecasting, inventory analysis, establishment of accounting policies, procedures, and controls.
- **General Management Executive** with a wide range of accomplishments in developing and managing multi-unit outlets, including the development of people, profits and resources in both existing and new markets.
- **Home Maintenance Specialist** with diverse background in plumbing, electrical wiring, painting, and appliance repair and significant expertise in kitchen and bathroom remodeling.

Summary

In addition to an objective, your resume can include a skills and experience summary. It should highlight your strengths, skills, knowledge, and achievements related to your objective. You might also want to mention what you can bring to the employer, e.g., developing and managing an effective sales organization.

You can label this section in various ways: ***Summary***, ***Qualifications Summary***, or ***Profile***.

For example, one candidate interested in a position as an executive secretary included the following profile:

Provided administrative and secretarial support for senior executives at Ocean Front Properties.

Expertise lies in accuracy, excellent human relations and communication skills, and organizational abilities.

Secretarial Skills:

- Word Perfect 5.0 (90 wpm)
- IBM Wheelwriter III typewriter
- Sharp and Panasonic Facsimile machines
- IBM Displaywriter
- Lanier dictaphone and transcription equipment

Employment History

If you have had steady, long-term employment, you will want to include a documentation of your work history.

In a resume, the description of each of your most recent positions should contain:

- Your job title
- Employer's name
- Dates of employment (in years only)

If you have a very long career history, you may summarize earlier periods in your career, e.g.,

1934 - 1950 Positions of increasing responsibility from Salesman to Regional Sales Manager

You can also omit earlier periods of your work history entirely. You may also include titles and dates of significant volunteer work experience without specifically labeling them as volunteer.

Education

List your education in reverse chronological order, starting with your highest degree. You do not need to include the dates of your degree or your major if it does not relate to your current objective.

You do not need to list your year of graduation if you're concerned about age discrimination.

If you attended college but didn't graduate, you can list the college without stating the degree.

If your formal education ended with high school, you do not need to have an education section.

Be sure to list special courses, seminars, or workshops you have taken which relate to your job objective.

Additional Information

Other information may be included under additional headings, such as professional memberships or affiliations, publications, community activities, military service, etc.

Knowledge of foreign languages should be included if they relate to your job objective.

Don't include personal information such as birth date, height and weight, marital status, number of children, etc.

Using your Resume in the Job Search

You may use your resume to answer newspaper ads and to contact agencies or recruiters. It is best, however, to present it personally or leave it after an interview. Then it has more meaning for the person receiving it, and he or she is much more likely to take some action vis-à-vis your situation.

Try never to send your resume ahead of you. Always leave one behind.

Letters of Reference

An unsolicited letter of reference attached to a resume is probably a waste of time. At the appropriate moment in the interview process, however, it can be a useful tool. The best way to obtain an effective letter of reference is to help out the writer by providing a copy of your resume and perhaps samples of work you would like mentioned. The letter should attest to your specific job skills and accomplishments. If it is laudatory but non-specific, many interviews will disregard it.

A good letter might, for instance, give examples of your leadership skills: “Joan was especially effective in putting together a project team to automate the office. She produced a plan which got people involved in equipment selection and training.” The letter should be based in fact so you don’t end up sounding too good to be true.

How many letters will be useful depends on what you want confirmed. Documentation of skills in an area of prime concern to a prospective employer is most important. Offer your letters of reference during an interview to convince the interviewer that your resume can be supported by facts.

SPECIAL RESUME TIPS FOR THE OLDER WORKER

Emphasize the positive attributes of age, including:

- Accumulated experience, maturity, judgment, perspective, increasing responsibility, consistent achievement.
- Hard working and responsible.
- Ability to make a contribution immediately (as opposed to a younger job seeker’s untested potential).
- Willingness to work on short-cycle, project-oriented basis.
- Flexibility to adapt to new ideas.

De-emphasize dates and years:

- Omit dates of your degrees.
- Omit earliest jobs.

REMEMBER

1. Keep it concise – two pages maximum.
2. Present the highlights of your career, not the whole story. It is a marketing piece, not an autobiography.
3. Your own sense of what should be in your resume is important. Make sure you feel comfortable and proud of everything in your resume.
4. You need a clear sense of the type of position you are seeking before you write a resume. Thus resume writing comes after self-assessment, not before.
5. There are few rules in resume writing. The format you choose should be the one that most favorably presents your job history as it relates to your current objective.
6. Keep in mind the level of the persons in the organization you want to read your resume – emphasize the aspects of your background that will appeal to them.
7. Never put anything in your resume that is not true, but choose only information that presents your professional history most favorably.

RESUME WRITING CHECKLIST

1. Visual Impact

Neat, clean, good quality paper, easy to scan.

2. Layout

Clearly typed and produced, good margins and use of white space, use of upper- and lower-case letters and underlining to highlight important information.

3. Length

Could the resume tell the same story if it were shorter?

4. Writing Style

Clear, concise, logical flow of information, jargon kept to a minimum.

Consistent style and form.

5. Action and Achievement Oriented

Use of action verbs to convey impressions of person as a "doer".

Are skills and achievements emphasized? Descriptions quantified?

6. Specific and Relevant

Has all superfluous/extraneous material been eliminated? Does resume focus on specific information about experiences and accomplishments related to job or career objective?

7. Complete and Accurate

No typographical or spelling errors, no forgotten zip codes or phone numbers, etc.

8. The Bottom Line

Does the resume achieve its purpose? Does it arouse interest on the part of the employer? Does it get the applicant invited for an interview?

<p align="center">PHRASES TO CONSIDER IN RESUMES, MARKETING LETTERS OR INTERVIEWS</p>
--

***Expressions that can be used in the
Resumes summary and letters***

- Extensive experience
- Progressive experience
- Broad range experience
- Comprehensive experience
- Substantial experience
- Increasing responsibility
- Major strength(s)
- Outstanding record in
- Outstanding results
- Worked effectively with
- Highly successful record in
- Strong background in
- Capable of
- Through familiarity with
- A proven record in
- Key strengths include
- Successful accomplishments in
- Areas of expertise
- Results-oriented assistant
- Results-oriented professional
- Outstanding track record

***Phrases which indicate part in group
effort***

- Contributed to
- Participant in
- Key member of task force
- Instrumental in
- As a team member

***Phrases to describe education other
than listed degrees***

- Additional training in
- Attended
- In-house training
- Seminar in

***Phrases which are useful in
discussing job change***

- Career objectives
- Career change
- Interested in changing current
- Business affiliation
- New career challenge
- New career direction
- New opportunity
- New position
- Position more in line with current career goals
- Re-evaluation/Reassessment of goals

Phrases to explain loss of job

- Acquisition
- Change in strategic direction
- Closing
- Consolidation
- Curtailment
- Cutback
- Decentralization
- Divestiture
- Merger
- Reduction in force
- Relocation
- Reorganization
- Resizing
- Restructuring
- Retrenchment
- Streamlining
- Business Management Programs
- Continuing in
- Program in
- Studies in

<p>SAMPLE FUNCTIONAL AREAS FOR A FUNCTIONAL RESUME</p>

Administration
 Analysis
 Auditing
 Bookkeeping
 Communications
 Community Organizing
 Computer Use
 Consulting
 Contract Administration
 Coordination
 Counseling
 Curriculum Development
 Customer and Client
 Relations/Service
 Data Analysis
 Data Collection/Entry
 Designing
 Editing
 Engineering
 Evaluation
 Facilitating
 Financial Research/
 Planning/Analysis
 Forecasting
 Fund Raising
 Human Resource Management
 Interpreting
 Interviewing
 Inventory Control
 Management
 Marketing
 Media Relations

Mediation
 Merchandising
 Negotiation
 Nursing
 Office Support
 Operations Analysis
 Organizational Development
 Planning
 Problem Solving
 Product Presentation/
 Demonstration
 Production
 Program Development/
 Analysis
 Project Coordination/
 Administration/Management
 Promotion
 Public Relations
 Public Speaking
 Purchasing
 Quality Control/Assurance
 Record Keeping
 Reporting
 Research
 Sales
 Special Events Planning
 Staff Development
 Supervision
 Systems Analysis/Design
 Team Building
 Training
 Writing

Skill Words

The following list of action verbs can help you in writing the description of your work experience for your resume.

Accelerated	Distributed	Interviewed	Researched
Accomplished	Drafted	Introduced	Restocked
Adapted	Edited	Invented	Revised
Adjusted	Educated	Investigated	Revitalized
Administered	Eliminated	Kept records	Served
Advised	Encouraged	Launched	Set up
Analyzed	Entertained	Led	Shaped
Announced	Estimated	Made	Simplified
Arranged	Evaluated	Maintained	Solved
Assembled	Examined	Managed	Sold
Assisted	Executed	Marketed	Sparked
Attained	Expanded	Moderated	Specified
Balanced	Explained	Modified	Staffed
Built	Fabricated	Monitored	Stimulated
Calculated	Facilitated	Motivated	Streamlined
Chaired	Figured	Negotiated	Strengthened
Changed	Filed	Obtained	Stretched
Collaborated	Formulated	Operated	Structured
Communicated	Founded	Ordered	Succeeded
Compared	Generated	Packed	Summarized
Compiled	Grouped	Persuaded	Surveyed
Completed	Guided	Pioneered	Synthesized
Computed	Handled	Planned	Systematized
Conceptualized	Hired	Prepared	Tested
Conducted	Identified	Presented	Tracked
Consolidated	Illustrated	Presided	Traded
Constructed	Implemented	Processed	Trained
Consulted	Improved	Produced	Transformed
Contracted	Improvised	Proposed	Transmitted
Converted	Indexed	Publicized	Tripled
Created	Influenced	Recommended	Uncovered
Defined	Informed	Recorded	Unified
Delegated	Initiated	Recruited	Unraveled
Demonstrated	Innovated	Redesigned	Upgraded
Deposited	Inspected	Reduced	Used
Designed	Installed	Referred	Verified
Developed	Instituted	Related	Wrote
Devised	Instructed	Repaired	
Directed	Integrated	Reported	

CHRONOLOGICAL RESUME FORMAT

_____ (Name)

_____ (Address)

_____ (City, State, Zip Code)

_____ (Telephone #)

POSITION OBJECTIVE AND/OR BACKGROUND SUMMARY, RESUME HEADLINE, OR SKILL SUMMARY

WORK EXPERIENCE

Company _____

Location (City, State) _____

Dates Employed _____

Job Title: _____ Dates: _____

Scope of Responsibilities: _____

ACCOMPLISHMENTS:

- _____
- _____
- _____
- _____

CHRONOLOGICAL RESUME FORMAT – page 2

Company _____

Location (City, State) _____

Dates of Employed _____

Job Title: _____ Dates: _____

Scope of Responsibilities: _____

ACCOMPLISHMENTS:

- _____
- _____
- _____
- _____

EDUCATION

School _____

Location (City, State) _____

Year of graduation _____

Degree Awarded and Major Field _____

COMMUNITY/PROFESSIONAL AFFILIATIONS (optional)

FUNCTIONAL RESUME FORMAT

_____ (Name)

_____ (Address)

_____ (City, State, Zip Code)

_____ (Telephone #)

POSITION OBJECTIVE

PROFESSIONAL SUMMARY

MAJOR ACCOMPLISHMENTS

_____ (Function)

_____ (Function)

FUNCTIONAL RESUME FORMAT – page 2

WORK EXPERIENCE

Company _____

Location (City, State) _____

Dates of Employed _____

Job Title: _____ Dates: _____

Company _____

Location (City, State) _____

Dates of Employed _____

Job Title: _____ Dates: _____

EDUCATION (optional)

School _____

Year of Graduation (optional) _____

Degree Awarded and Major Field (optional) _____

Sample resume for a professional who wants to pursue a consulting career.

ARNOLD B. PATRICK, P.E.

490 Iris Lane
Lafayette, California 94549
Office: (415) 234-1122
Home: (415) 457-0789

PROJECT ENGINEERING - CONSTRUCTION MANAGEMENT - PURCHASING

PROFESSIONAL with extensive capital project experience and significant accomplishments in contract negotiations, claim settlements, project management, construction management, and capital expansion programs.

EMPLOYMENT HISTORY:

LERNER CORPORATION	1966 - Present
Manager Project Engineering & Capital Purchasing	1983 - Present
Manager Project Engineering Services	1980 - 1983
Manager Construction Services	1976 - 1980
Project Manager	1970 - 1976
Senior Staff Engineer	1966 - 1979
ARNOLD PATRICK & ASSOCIATES - Engineering, Construction and Sales	1959 - 1966
ASSOCIATED ENGINEERS, INC. - Design Engineer	1956 - 1959
WORLDWIDE OIL COMPANY - Construction Engineer	1954 - 1956

SAMPLE OF ACCOMPLISHMENTS:

Contract Negotiations

- Conceived and directed "win/win" strategy for \$40 million cost plus design/ design/contract for construction and installation of \$180 million process equipment. Project completed on time and under budget with fair profile to contractor and excellent job for owner.
- Conducted in-depth research of manufacturers' costs on an product and negotiated a 48 percent price reduction from low competitive bid resulting in savings of \$264,000 per year.

Claim Settlement

- Negotiated a \$360,000 settlement of a \$1.2 million construction claim.
- Managed corporate responsibility for construction and vendor claim over \$500. Reviewed claims, considered merit, offered strategy, and advised/counseled purchasing agents. Participated directly in many settlement negotiations.

Project Management

- Project Manager for "green site" manufacturing facility with bulk of construction during severe winter conditions. Project completed on time and within budget.
- Managed department of 19 project managers/engineers with responsibility for \$70 - \$80 million projects per year. Most projects were within operating plants and most were completed within budgets and schedules.

Construction Management

- "Hands on" site construction manager for numerous projects within operating plants with responsibility for planning, scheduling, coordinating subs, interfacing with production, expending, budgets, and schedules.
- Developed and implemented Engineering Construction Standards that were expanded to Engineering Standards Program still in use.
- Developed and implemented Construction Contract Administration Procedures still in use.

Capital Procurement

- Key contributor to Capital Projects Purchasing Procedures Manual development and prime implement thereof.
- Managed corporate responsibility for capital procedures in excess of \$100 million per year.

Capital Improvement Programs

- Adapted and implemented an expense lease type program to enable needed production improvements without using limited capital funds. Will recover \$4 million capital funds already spent which will improve cash flow situation.
- Developed a program for capital spending forecasting to simplify reporting via personal computers and to assist upper management in making critical capital decisions.
- Developed and conducted training seminars for project managers/engineers and purchasing managers/agents company-wide on Project Management, Construction Contract Administration, and Capital Procurement.

EDUCATION:

M.B.A., John F. Kennedy University of California

B.S.M.E., Oregon State University

Sample resume for earlier positions into a part-time job.

JAMES PARKER

7907 Broderick Street
Denver, Colorado 80202
(303) 994-4521

OBJECTIVE: Hardware Store Sales (part-time)

SUMMARY OF QUALIFICATIONS:

- Experienced in all aspects of house repair
- Skilled in auto repair
- Extensive knowledge of tools and equipment
- Good at communicating instructions

WORK HISTORY:

Over 25 years experience in construction and utilities industries:

Colorado Gas & Electric – 10 years experience position as Groundsman Cable
Splicer

Werner Construction – 9 years experience as Carpenter

U.S. Navy – 8 years in various positions as a mechanic

SKILLS AND EXPERIENCE:

Remodeling

- Upgraded all plumbing and electrical systems, consistent with current building codes, in two Victorian-era houses.
- Designed and constructed family room, bedroom, and bathroom to increase living space by 300 square feet.
- Installed dishwasher, built-in double oven, gas range top, and trash compactor as part of kitchen remodeling project.

Auto Maintenance

- Completely restored Model-T Ford to running condition.
- Overhauled or rebuilt several automotive engines.
- Performed routine and preventive maintenance, including diagnostic work, on various vehicles (foreign and domestic).

Communications

- Supervised all work of 17-person electric maintenance crew.
- Instructed employees in new procedures and techniques as dictated by changing technology and company requirements.

EDUCATION:

A.A., Metro Junior College

Auto Mechanics School – U.S. Navy

Sample resume for turning a hobby into a part-time job.

MARIA V. PERKINS

344 Monte Vista Avenue
East Lansing, Michigan 48823
(517) 654-9329

OBJECTIVE: Antique Store Sales Associate

PROFILE:

- Self-motivated, energetic, dependable and well-organized
- Excellent communications skills
- 15 years of serious interest of experience with antique

SUMMARY OF BACKGROUND:

Knowledge of antiques:

- Researched and acquired over 50 Early American period pieces for personal collection.
- Organized community benefit antique auction of 250 pieces valued at more than \$50,000.
- Refinished/restored antique furnishings and jewelry.
- Volunteered as a docent in the "Louis XIV Room" at the Brookhaven Museum.

Administration/Record Keeping:

- Managed all inventory control procedures at three plant locations.
- Analyzed, interpreted, and corrected over 15 various corporate general ledger accounts.
- Maintained payroll records for up to 100 employees.

Communications:

- Conducted new employee orientations.
- Interviewed and trained clerical staff of 12.
- Served as liaison between sales force of eight and a variety of customers.

PROFESSIONAL EXPERIENCE:

ABC Corporation, Chicago, IL	1973 – 1988
Administrative Assistant	
Bay's Department Store	1965 – 1973
Sales Clerk	

ADDITIONAL TRAINING:

Docent training, Brookhaven Museum

Sample resume for a professional who wants to move from a large to a small company.

ROBERTA HAYES

1370 Blue Valley Road
Oakland, CA 94610

415-936-4643 Home
415-271-3001 Work

OBJECTIVE: **FINANCIAL/GENERAL MANAGEMENT** in a small to mid-sized organization.

SUMMARY: Wide range of skills and experience in finance, investor and public relations, industrial sales and marketing, project management, and administration. Team player.

EMPLOYMENT HISTORY:

<u>BETTER METALS CORPORATION</u>	1959 - 1987
Assistant to the Chairman	1986 - 1987
Manager, Special Corporate Projects	1984 - 1985
Director, Investor Relations	1975 - 1983
Senior Financial Analyst	1970 - 1974
Product Marketing	1966 - 1967
Sales Representative	1959 - 1965

PROFESSIONAL ACCOMPLISHMENTS:

Project Management

Managed a project to develop and execute a plan for handling a money-losing division that resulted in the sale of the business.

Initiated and implemented reorganization plan which reduced layers of management at corporate headquarters, resulting in 20 percent fewer positions and more rapid decision making.

Financial Management

Significant background and knowledge in short-term (cash, budgeting, forecasting) and long-term (capital structure, financial strategy, financing, dividends) financial management.

Evaluated financial implications of capital projects, business opportunities, financings, dividends, and other projects and recommended most effective options.

Communication

Functioned as primary company spokesman communicating information to instructional and individual shareholders, potential investors, street analysis, and other members of the financial community.

Wrote speeches and various communications for Chairman and CEO to a variety of constituencies on topics ranging from community involvement to shareholder updates.

Sales and Marketing

Sold metal products in sales territories in Washington, Pennsylvania, and New England to variety of customers. Extensive exposure to manufacturing and distribution businesses.

Evaluated various field technical, product or manufacturing problems and communicated with manufacturing, engineering, and research personnel to coordinate activities and resolve matters.

Trained industrial metal distributor sales personnel in aluminum product knowledge and conducted a joint sales effort to enlist their support in promoting aluminum products.

Analyzed and evaluated production, pricing, and sales problems in an industrial product marketing group.

EDUCATION:

M.B.A. (emphasis in finance), University of California, Berkeley

B.A. degree in International Relations, University of Pacific, Stockton, CA.

OTHER ACTIVITY:

Member of the Board of Directors of Oakland Credit union.

Sample resume for a worker with no previous paid work experience.

MARY JONES
111 Peacock Lane
Springfield, Pennsylvania 19064
(215) 575-0734

OBJECTIVE: Position in childcare or teaching with a private school or day care center.

HIGHLIGHTS OF QUALIFICATIONS:

- Extensive experience with young children.
- Strong communication skills with children, clarifying their problems and needs.
- Sensitivity to working with parents from diverse backgrounds.

RELEVANT EXPERIENCE:

Teaching:

- Developed and implemented new curriculum ideas for nursery school children, including a unit on the people of China.
- Taught games, activities, and art and crafts projects and tutored young children in writing and English.

Other experience with children:

- Raised three children and currently involved with five grandchildren.
- Raised stories as a volunteer storyteller for library's pre-school reading group program.

Communications:

- Facilitated communications among parents in various parent-teacher organizations and between parents and administrators.
- Key number of team publishing school newsletter to inform community important school news.

EXPERIENCE SUMMARY:

Over ten years experience as classroom volunteer in pre-school and elementary classrooms and as volunteer in Oak Grove Library.

Significant background in communicating with administrators and parents as P.T.A. officer and as parent representative to Jackson Elementary Site Council.

RELEVANT TRAINING:

Parents Effectiveness Training courses.

University Extension classes in teaching art and in multi-cultural education.

AARP is the nation's largest organization for people age 50 and older. It serves their needs and interests through legislative advocacy, research, informative programs, and community services provided by a network of local chapters and experienced volunteers throughout the country. The organization also offers members a wide range of special membership benefits, including *Modern Maturity* magazine and the monthly *Bulletin*.

AARP's Work Force Programs Department has other materials, publications, and programs that may be interest to the older job seeker, including AARP WORKS, an employment planning program implemented by volunteers in many cities around the country (see below for AARP WORKS Fact Sheet).

A single, free copy of each publication listed below may be ordered by sending a postcard with your name and address to AARP Fulfillment, 601 E Street N.W., Washington, DC 20049. Be sure to include the title and stock number of each publication. Allow 8 weeks for delivery.

- (D12821) AARP WORKS Fact Sheet
- (D12403) Working Options: How to Plan Your Job Search, Your Work Life.
- (D13761) Social Security Q & A for Older Workers.
- (D12386) The Age Discrimination in Employment Act Guarantees You Certain Rights. Here's How...
- (D13990) Look Before You Leap: A Guide to Early Retirement Incentive Programs.
- (D13533) A Guide to Understanding Your Pension Plan: A Pension Handbook.

For more information about AARP's efforts on behalf of older workers, write to AARP Work Force Programs Department, 601 E Street, N.W., Washington, DC 20049.

PLANNING YOUR CAREER DIRECTION

Job Hunting. It can be a full-time job in itself. It means a commitment of time and energy. Finding satisfying career employment requires introspection and preparation. A Career Development process, which begins in the freshman year, has been defined to assist you in making the best career choice. It is “Knowing Who You Are to Get Where You Want to Be.” This includes:

- Self-Assessment and Awareness
- Skills Identification and Development
- Career information/Exploration
- Career Decisions
- Career Preparation
- Experiential Education

Before you can successfully search for a job, you must do a complete analysis of yourself – your values, interests, and expertise – in order to determine what you want, what you can do, and where you would like to do it. Think about the following questions:

Who Am I?

Can you identify your strengths, weaknesses, personal interests and hobbies? Know yourself and be able to present a clear picture of yourself.

What Do I Want To Do?

Give serious thought to where you’ve been, where you are now, and where you hope to be in the future. Analyze what activities interest you most (outdoors, helping people, mechanical, clerical, etc.) Understand your physical capacities. Do you have any physical handicaps that would prevent you from functioning in certain jobs? If so, consider jobs where these handicaps will not be a limitation in achieving your goals.

Why Do I Want To Do It?

Are you realistic? What motivated you to make this decision? Is the decision yours or your parents? Evaluate your work experience and education to determine how this knowledge will transfer to your desired career path. Recognize your personal qualities that will make you a successful candidate and be able to present them clearly and concisely.

RESUMES

What is a resume? A resume is not an autobiography. Nor is it a review of everything you've ever done in your entire life. Think of a resume as an advertisement about yourself. Keep in mind that employers generally spend only **20-30 seconds** to scan a resume initially. Therefore, your "ad" must quickly identify for the employer:

- Who you are
- What you know
- What you would like to do
- What you have accomplished
- What you can offer to an employer

Basically, there are two types of resumes: **CHRONOLOGICAL** and **FUNCTIONAL**. The chronological resume is the easiest to prepare, and is also the most widely used. In this style, you identify information in chronological order, with the most recent events listed first under each heading.

The functional resume requires more time and thought to construct in that it focuses on skills, aptitudes, and related accomplishments. The functional style de-emphasizes chronological listings. Instead, your abilities or competencies are organized into categories that tell employers what you are able to do for them. This style resume is well suited for someone with considerable work experience.

ITEMS THAT APPEAR ON RESUMES

Most resumes will contain the following items:

IDENTIFYING INFORMATION: This should include your name, present address and telephone number (including zip code and area code), as well as a permanent address and telephone number where you can also be contacted. This is especially important if you will be moving from your present address within a short time.

CONSTRUCTION AND LAYOUT OF RESUME

Remember that attractive advertisements capture the most attention. To impress an employer your “ad” must first of all look good.

LENGTH: Your resume should be one or two pages in length.

FORMAT: Make your resume visually attractive by using proper spacing and margins. You may want to underline, capitalize, or use bold face type for key headings, job titles, etc.

PAPER: Use standard 8 ½ x 11 paper in white, off-white, ivory, tan color. Select quality bond paper of at least 20-pound weight.

PRINTING: Use a letter quality printer or top-notch typewriter with a fresh ribbon. Make sure there are no typographical or content errors. Have your resume reproduced professionally. It isn't necessary to use expensive methods of printing, but do have quality copies.

WRITING TIPS: Omit all personal pronouns. Avoid wordiness. Spell out the months when giving dates. Use the past tense to describe a previous job, and the present tense for your current position. In listing computer languages, use capitals for those that are acronyms, e.g., BASIC, COBOL, FORTRAN, and upper and lowercase for those that are not, e.g., Pascal.

DEVELOPING THE CAREER OBJECTIVE

The career objective can be adjusted to each person's background or wishes, and may follow several formats.

Recommended for Undergraduates:

Internship or Co-op assignment, which will provide experience in the accounting field.

or

Internship/Co-op assignment, which will utilize education in computer science.

Recommended for Seniors

Entry-level position in sales.

or

Management trainee position in the retail field.

Recommended for a specific area:

Position that requires knowledge of COBOL, BASIC, and RPG II, combined with sales/customer service experience in the software industry.

or

Position in a media-related government agency that will utilize a background in broadcasting and advertising.

or

Management trainee position in insurance, preferably in claims or underwriting.

Avoid terms such as: opportunity for advancement; a challenging position; position dealing with people; a progressive company; a company that recognizes...; a chance to...

While these terms may sound nice to the job applicant, they have little meaning to the person who will make a decision for an interview invitation, and in fact may indicate that the candidate has no idea about objectives.

SAMPLE RESUME:

Chronological

MELANIE R. LANDRY

Present Address

1225 Angora Street
New Orleans, LA 70115
(504) 835-4671

Permanent Address

1610 Glenwood Drive
Houston, TX 77051
(713) 981-5422

Career Objective:

Management trainee position which will utilize education and experience in accounting and computer application.

Education:

Xavier University of Louisiana
Bachelor of Science – May, 1990
Major: Accounting
Minor: Computer Science
GPA: 3.0 (overall) / 3.5 (major)

Work Experience:

May, 1988
to
Present

Pelican Savings and Loan
New Orleans, LA

Loan Department Assistant.

Assist co-workers in compiling delinquent account reports.
Research customer accounts. (Part-time during school year,
Full-time in summer)

Summer, 1987

General Mills, Inc.
Minneapolis, MN

Accounting Intern – Comptroller Department.

Handled bank reconciliation's for several major accounts.
Also assisted with payroll.

Summer, 1986

McGlothlin Insurance Agency
Houston, TX **Data Processor.**

Entered customer files into computer system. Summarized
manual accounting reports for computer conversation.

College Activities/Honors:

President, Accounting Club, Student Government
Association, Dean's List, Xavier University Academic
Scholarship

References:

Upon Request

GUIDELINES FOR COVER LETTER

Your Present Address
City, State, Zip Code
Date of Letter

Individual's Name
Title
Employer
Street Address
City, State, Zip Code

Dear _____ :

First Paragraph. **Who am I?** **What do I want?** Indicate the reason for writing, the specific position or type of work for which you are applying, and how you learned about the opening (placement office, newspaper ad, friend, etc.)

Second Paragraph. **What can I do for the employer?** Indicate your qualifications for the position – academic background, training, or practical work experience. If you have any unique qualifications or specific achievements related to the position, mention them. Try not report the same information the reader will find in the resume.

Third Paragraph. **How I plan to follow up.** Mention that your resume is included. Indicate your desire for a personal interview. For example, say you will call on certain date to arrange an interview. Or say you will be in the city where the organization is located on a certain date and would like to set up an interview. Or ask if the company will be recruiting in your area, or on campus, and if it desires any additional information or references. Include a phone number where you can be reached.

Sincerely,

(Your Handwritten Signature)

(Your name typed)

Enclosure (Denotes that a resume or application is enclosed).

ACCEPTING A JOB OFFER

Your Address

Date

Employer's address

Dear _____ :

I am very pleased to accepted your employment offer for the position of _____,
In (location), at a salary of \$ _____. The work is exactly what I have prepared to
do, and I feel confident that I can make a significant contribution to (company).

As we discussed, I will report to work at 8:00 a.m. on Monday, January 6. I will complete all
necessary paperwork prior to my starting date.

I look forward to joining your team and meeting the challenges of the job. I appreciate your
confidence in my ability and shall make every attempt to fulfill your expectations.

Sincerely,

(Written signature)

Typed name

DAY SIXTEEN

Goal: The trainees will be given hands-on experience for completing applications.

Activity:

- a) Go over the “Rules for Completing an Application”
- b) Have the trainees work through the attached exercises.

COMPLETING APPLICATIONS

When you reach the business, tell the receptionist why you are there. Tell him or her what job you are applying for, how you heard about it, and ask what you need to do to apply. He or she will probably give you an application to complete.

Ask if you can take the application home and bring it back later. (Do this if you can. It will give you a chance to think about your answers.) Complete the form there if that is what the business wants. Each business uses a different application form. However, all businesses use applications to find out about you. **REMEMBER** - your application tells the employer about you.

If the application is **TIDY**, the employer will think **YOU ARE TIDY**. If the application is **INCOMPLETE**, then the employer will think that you **DO NOT DO JOBS COMPLETELY**. If the application has **GRAMMAR OR SPELLING MISTAKES**, then the employer will think that **YOU CANNOT WRITE OR SPELL CORRECTLY**.

IMPORTANT RULES FOR COMPLETING AN APPLICATION

Read through the application before you start to write. Think about how you will answer a question before you begin to write. This will keep you from having to make corrections -thus turning in a messy looking application.

1. Decide whether you will write or print. Be consistent.
2. Use a pen. Do not use a pencil.
3. Fill out the application completely.
4. Use your resume to help you answer questions.
5. Be sure to use correct spelling and grammar.
6. If a question does not apply to you, write N/A.
7. Do not leave any questions blank.
8. Be neat.
9. Sign the statement of authorization. When you sign your name write your first, middle, and last name in that order.
10. Read the application through again. If it is not neat and correct, ask for another application and complete it.

As you complete applications, you might find several words that you do not recognize. Some words you should know are listed below. Write each into the correct sentence.

11. Has a business ever had you _____ so that its insurance company would pay for any damage you did while you were working? (Do not confuse this with money someone has paid to make sure you will show up for a court date.)
12. _____ expected?
13. Have you ever worked for a Wendy's _____?
14. Have you been _____ by any company?

15. Are you a U.S. _____ ?
16. If you had a judge say you were guilty, then you have been _____ with that crime.
17. If you have been accused of a crime, then you have been _____ with that crime.
18. Speeding is a non-serious crime or a _____ .
19. A serious crime is a _____ .
20. The _____ gives employers permission to check your facts. This is to verify that the information you gave is accurate, and that you agree to certain conditions, such as testing.
21. Always remember to take your _____ when you go for an interview.
22. Do not use your friend who is unemployed as a _____ .

PRACTICE APPLICATION QUESTIONS

23. Circle the answers below that give good reasons for leaving a job.

I was injured at work.
I didn't like the people who worked there.
I returned to school.
I left to take care of my sick child.
I moved out of the city.
I quit.
I was fired.
I wanted more responsibility.

24. Robert is completing an application, and he needs to list three (3) references. Circle the people he should list.

His mother
His aunt
His minister
His teachers
His friend
A friend of the family who holds an important position in the company.

25. Mary was fired from a job because she was absent twice without phoning in. She is applying for another job and the application asks her why she left her previous job. Which of the following answers should she select?

I was fired.
I left to care for my sick child.
I was laid off.
I was let go.

26. Theresa is completing a job application which asks, "What salary do you expect?" Which answer should she give?

Minimum Wage
Fair Market Value
The Going Rate

Your next assignment is to complete an application so that it is 100% correct.

27. Read through the **entire** application before you begin to fill out.

28. **Think before you write.** Use your resume information to help you.

29. When you have finished the application, answer the question below. If you cannot answer “yes” to a question, work on that section of the application until you can answer yes.

Here is a list of questions that an employer might use to “grade” your application. Use these questions to see how well you completed your application. (Circle the correct response to each sentence).

- | | | |
|--|-----|----|
| 30. Has the information been placed on the correct lines? | Yes | No |
| 31. Have all questions been answered or has N/A been written in? | Yes | No |
| 32. Are all answers correct and complete? | Yes | No |
| 33. Are the spelling and grammar correct? | Yes | No |
| 34. Has the application been filled out neatly without any cross-outs or write-overs? | Yes | No |
| 35. Has the application been filled out legibly (so that others can read it)? | Yes | No |
| 36. Is the application filled out in ink (not pencil)? | Yes | No |
| 37. Is the job for which you are applying listed? | Yes | No |
| 38. Is your job history in the specified order (for example, most recent job first)? | Yes | No |
| 39. Is the application signed by you (no printing of signatures)? | Yes | No |
| 40. Have the requested references been written in? | Yes | No |
| 41. Is the requested reference a teacher, work supervisor, or minister? (Friends and relatives are not acceptable references). | Yes | No |

FOLLOWING UP ON APPLICATIONS

If you have located an appropriate opening, dressed correctly, gone to the business, given the business your resume, and filled out an application correctly, then you are well on your way to getting a job!!





Now is the time to follow up! **Following up** means keeping in contact with the business.

Keeping in contact means...

- 42. Going back to the business just to say Hello
- 43. Telephoning

Always Remember That “You Hold The Key”

Here are some reasons to go to the business or to telephone...

-  Tell them that you appreciated their taking your application.
-  Ask if there is any more information that they need about you.
-  Give them any other information that might be helpful that you didn't put on your application.
-  If you have applied for a certain position, ask them if the position has been filled.

Each time you go to the business or telephone, the employer realizes that you are very interested in working at his/her business.

Most businesses will keep your application on file for several weeks. Go back or call on Monday and Thursday the week after you have turned your application in and then go back or call at least once during each of the next two weeks. It is helpful to do this unless you are told that the position has been filled.

Do not be afraid of making a nuisance of yourself. Most people fail to get jobs because they **do not** follow up. Many people get jobs because they do follow up.

Don't get discouraged! Rarely does anyone get the first job they apply for. Don't waste time worrying about the job you didn't get. You know the steps to getting a job. Keep following the steps and eventually you will get a job.

DAY SEVENTEEN

Goal: The trainees will be provided with an opportunity to learn how to give appropriate feedback on interviewing skills.

Activity:

- a) Discuss with the trainees the proper way to critique an interview using the attached form.

Materials: Critique forms.

DAY EIGHTEEN

Goal: The trainees will be provided with an opportunity to be involved in interview role-plays that will enhance their interviewing skills.

- a) Depending on the resources of the training site, several trainees will either role-play pre-employment interviews or these can be put on videotape.
- b) Discuss the evaluations.

Materials: Critique forms, optional video camera and tapes.

EFFECTIVE EMPLOYMENT INTERVIEWS

The key to a successful employment interview can be summed up in two words – “selling yourself.” If you view job hunting as a sales presentation with the resume as your ad, then the resume interview might be considered your commercial. Just as a resume is judged within seconds, an interview is also affected by a time limit. Generally, you have about 30 minutes to convince an employer that you have all the skills needed to be successful in the position for which you are applying. With this in mind, you should realize that PREPARATION is very important.

Self-analysis is a critical step in the job search process. If you did a self-analysis to present your qualifications effectively on a resume, then you should also be able to convey the same message in person during the interview. The interview offers you the opportunity to elaborate on information contained on the resume.

HOW TO RESEARCH A COMPANY

Preparation for the interview not only involves self-analysis, but a thorough knowledge of the prospective employer. Most recruiters are turned off by candidates who know nothing about their organization. Serious job candidates’ research a company prior to the interview. You should know the following information about an organization: age, services, or products, competitors within the industry, growth pattern, reputation, divisions and subsidiaries, location/length of time established there, size, number of employees, sales, assets and earnings, new products or projects, number of locations, and foreign operations.

Begin your search in the Career Planning and Placement Office, where you can usually find the company’s annual report along with other information which may even include company videotapes. If the Career Planning and Placement Office does not have literature on a particular organization, check the following sources at the public library:

Standard and Poor’s Register of Corporations, Directors, and Executives (available in Xavier’s Career Planning and Placement Office)

Dun and Bradstreet’s Million Dollar Directory

Directory of Corporate Affiliations

QUESTIONS EMPLOYERS ASK CANDIDATES

- Tell me about yourself.
- In what school activities have you participated? Why?
- If you have not been active on campus, Why not?
- Have you held any leadership responsibilities? If so, what were they and what did you learn from this experience? If you didn't hold any leadership responsibilities, Why not?
- Why did you choose your particular college major? If you were starting all over, would you choose the same one? If so, why? If not, why not?
- In looking at your academic program, which classes did you enjoy the most? The least? Why?
- Do you feel you have done the best scholastic work of which you are capable? If so, why? If not, why not?
- Why did you decide to attend this school?
- As a result of attending this school, what is the single most important statement you would make about your experiences while enrolled?
- What are greatest strengths? Weaknesses?
- What do you think determines individual success in a work situation?
- What personal characteristics do you think are necessary for success in your chosen field?
- How do you determine success?
- Do you consider yourself a leader or a follower?
- Do you prefer working with others or by yourself? Why?
- What do you know work under pressure? Give me an example.
- What jobs have you held? How were they obtained? What did you like about the jobs? Dislike? Why?

QUESTIONS APPLICANTS ASK EMPLOYERS

- What do you foresee for your company in the next (five) years?
- What sort of person are you looking for to fill this job?
- According to the newspaper, you plan to open a new facility in (city). Can you tell me a little bit about it?
- How do you think the economy will affect your operations?
- What efforts are made to improve your (receivables) problem?
- What are your plans for expanding the (sales) department?
- What role do you intend for your company to fill in (civic affairs) in five years?
- What plans do you have for controlling your inventory?
- How do you rate your competition?
- Can you tell me a little bit about your own experiences with the company?
- What do you consider to be your firm's three most important assets?
- How does your company serve the community?
- Do promotions come from within?
- How did you happen to join this company?
- What do you see in the future for this industry?
- What percentage of your business is tied to government spending?
- What sort of personal turnover have you experienced in your department?
- How soon do you plan to fill this position? (This question is important so you will know how soon to re-contact the prospective employer or whether you have time to consider other job openings).
- How often are performance reviews conducted?

INTERPERSONAL SKILLS - Capability to: work cooperatively with a variety of individuals; interface effectively with customers, the public, and co-workers; recognize strengths and limitations of self and others; listen effectively and respond clearly, exhibit appropriate sensitivity to feeling personality when supervising or relating with others.

RESPONSIBILITY AND MATURITY - Capability to: do a thorough job of each task; complete assignments on time; take initiative eagerly, persist at tasks, and maintain high energy level; express personal and organizational needs in positive, constructive manner; maintain composure, effectiveness, and flexibility under pressure; recognize problems and enlist outside assistance when necessary; encourage flow of information about decisions, problems, and successes.

ASSERTIVENESS AND ENTHUSIASM - Capability to: pursue goals with commitment and take pride in accomplishments; take initiative eagerly, persist at tasks, maintain high energy level; demonstrate self-confidence and a positive attitude toward self and others; enjoy reasonable risk-taking and competition; express personal, organizational needs in a positive manner.

COMMUNICATION SKILLS - Capability to: listen effectively, respond clearly and directly; use vocabulary appropriate to situation; prepare clear, concise reports to records; receive written or oral instructions; describe or explain information, concepts, ideas, or instructions to others.

ORGANIZATIONAL ABILITY - Capability to: plan, organize, and monitor activities according to priorities; establish schedules, or quotas; coordinate resources toward fulfillment of desired objectives; organize work autonomously or as part of a team; control and/or adapt to interruptions, changes, disorder, repetition without losing efficiency or composure; encourage flow of information about decisions, problems, and successes.

DAY NINETEEN

Goal: The trainees will be provided with an opportunity to be involved in interview role-plays that will enhance their interview skills.

Activity:

- a) **Discuss the evaluations given, playing back sections of the videotape if possible. (You may wish to mark sections to be viewed in advance or edit the tape to show highlights.)**

DAY TWENTY

Goal: The trainees will be provided with an opportunity to increase their interview skills.

Activity:

- a) Have the trainees go through a relaxation exercise. A simple exercise involves having them close their eyes, and systematically concentrate on and then relax one set of muscles (or body parts) at a time – breathing muscles, facial muscles, neck muscles, shoulder muscles, upper and lower arms, hands, fingers, stomach, back, thighs, lower legs, feet, toes. Talk about the importance of being and appearing relaxed during interviews.**
- b) Begin discussion of proper interviewing skills.**

ORGANIZING YOUR PRESENTATION

- Cover a few points of information thoroughly rather than many points incompletely.

WATCHING YOUR BODY LANGUAGE

The keys to effective nonverbal behavior are how you present yourself vocally, facially and posturally.

- Establish your comfort level with the group through natural, positive body language.
- Individuate your audience by making eye contact with your participants.
- Be aware of the pace and volume of your voice as you speak.
- Alter speech habits that are annoying to your listeners.

INTERVIEW DO'S AND DON'TS

DO

- Bring an extra copy of your resume.
- ❖ Be honest and sincere.
- ❖ Ask questions about the job, company or organization.
- ❖ Be ready to answer any question, especially those hard questions.
- ❖ Show your positive attitude from the time you arrive until after you leave.

DON'T

- Smoke or drink.
- ❖ Chew gum or tobacco.
- ❖ Wear sunglasses.
- ❖ Cancel an interview unless you have an emergency. You might not get another chance.
- ❖ Ask minor questions about sick days, holidays, or vacations until you get a job offer.
- ❖ Give information not asked for.
- ❖ Be too nervous. (Preparation is the key to avoid this.)

Here are some reasons to go to the business or to telephone...

- Tell them that you appreciated their taking your application.
- Ask if there is any more information that they need about you.
- Give them any other information that might be helpful that you didn't put on your application.
- If you have applied for a certain position, ask them if the position has been filled.

Each time you go to the business or telephone, the employer realizes that you are very interested in working at his/her business.

Most businesses will keep your application on file for several weeks. Go back or call on Monday and Thursday the week after you have turned your application in and then go back or call at least once during each of the next two weeks. It is helpful to do this unless you are told that the position has been filled.

Do not be afraid of making a nuisance of yourself. Most people fail to get jobs because they **do not** follow up. Many people get jobs because they do follow up.

INTERVIEWING

The **INTERVIEW** is **THE MOST IMPORTANT PART OF THE JOB SEARCH**. The employer learns about your qualifications, education and work experience, and decides if you would best fill the job available. You can learn about the business, the job opening, and the duties that would be expected of you if hired.

A. GENERAL TECHNIQUES: *Before the Interview*

When you are looking for work, you should always be ready for an interview.

“Being ready” means...

- Having an appropriate interview outfit ready to wear.
- Spending time preparing and answering questions you might be asked.

Some techniques for answering questions are given below:

When you answer questions...

- **HONESTLY**- Be honest! NO exceptions!
- **POSITIVELY**- Don't say anything bad about yourself or anyone else during an interview.
- **COMPLETELY**- Try to say more than “Yes” or “No”. For example, if the interviewer asks you if you have worked before, do not just say, “yes”. Say, “Yes, I worked at Wendy's on High Street from June through December 1997.”
- **FACTUALLY** - Do not talk about your feelings. Talk about facts.

EXAMPLE ONE: “I love children” is a comment about feelings and is not a good answer. “I have three years experience in child care” is a better answer. It states a fact.

EXAMPLE TWO: “My family says I have a green thumb” is not a good response. “I have grown roses for 2 years” is a factual answer.

B. TECHNIQUES FOR ANSWERING QUESTIONS ABOUT HOW YOU CAN HELP THE COMPANY:

Questions about how you can help the company may be asked several different ways.

- “Why should I hire you?”
- “Tell me about yourself.”
- “How would you describe yourself?”
- “How can you contribute to this company?”

To answer these questions, tell things about yourself that will make the interviewer want to hire you. (For example, you can tell the interviewer about your **promptness, attendance, hard work**, or ability to **get along with others**.)

If the interviewer wants to know what special qualifications or experience you have, he is asking you whether you have any special training or have worked in a job requiring similar skills.

You might answer...

“I got my nursing certificate in Job Corps and worked in the Nordum Nursing Home in Hattiesburg, MS, for all of 1996.”

C. TECHNIQUES FOR ANSWERING QUESTIONS THAT MAY BE PROBLEMS FOR YOU. THESE QUESTIONS MIGHT INCLUDE:

- “When did you finish high school?”
- “Have you ever been in trouble with the law?”
(The latter question is a problem only if you were in trouble.)
- “Have you ever worked?” (This question can be a problem only if you have never worked.) However, some jobs are designed for individuals with no prior experience.

To answer these questions...

First, state the truth. Then say, “but, will you please allow me to explain the circumstances during that time.” If you are given the chance, your explanation should describe what you have done and/are doing about the problem to better position yourself.

Examples:

- “I didn’t finish high school, but I am presently working on my GED.”
- “I was in a little bit of trouble several years ago, but I am more mature and I have learned a hard lesson from my past mistakes. I don’t do that anymore.”
- “I lost my job because I missed too many days, but now I have a sitter who will keep the baby when she is sick.”
- “I have never worked, but I am anxious to try my best.”
- “I have not worked with the public, but I am willing to learn.”

Have some good questions ready to ask. Good questions show that you want the job and are enthusiastic.

Some good questions are:

- “What would I be doing on the job?”
- “Will they train me how to do the job?”
- “If I got the job, when would I start?”
- “What hours would I be working?”

It is best not to ask questions about salary or benefits during the interview. The interviewer will usually tell you salary at the right time.

Have your resume ready to take with you.

THE DAY BEFORE THE INTERVIEW

- ❖ Check to be sure that your interview outfit and resume are ready.
- ❖ Arrange reliable transportation. You must arrive for the interview at the right time, on the right day, and at the right place. If you do not arrive on the right day, at the right time and place, the interviewer will think you are not interested in working and more than likely, will not give you another interview. Interview appointments are seldom changed. A late arrival will not be ignored. If you want to be considered for the job, be on time.
- ❖ Plan to be at the interview 10 to 15 minutes early. If you arrive earlier, find a nearby store to window shop or find a fast food place and have something to drink until it is time to go to the interview.
- ❖ Plan to go to the interview alone. Make plans for someone to keep your children, if you have any.

DURING THE INTERVIEW

Be pleasant and courteous when you arrive in the office. If you are asked to wait, use the time to observe the business. (Please be professional.)

Keep a pleasant look on your face
Smile when appropriate

Greet the interviewer by saying, "Hello Mr./Ms. Jones. I am _____." Give your first and last name and as you do this, pass your resume to the interviewer.

1. Shake hands if the interviewer offers his or her hand to you.
2. Sit down if you are offered a seat
3. Don't use slang or street expressions.
4. Sit up straight and listen carefully to the interviewer.

Interviewers may show you that the interview is about to end by closing the folder that contains your application, pushing back his or her chair, or standing up.

Finish the interview by:

Making arrangements to get back with the interviewer. Ask when you can expect a decision to be made and if you should call on a certain date to find out.

DRESS FOR CAREER SUCCESS

Guidelines for Men

Suit: Dress in a conservative, tailored, good quality, dark blue, gray or muted pinstriped suit. Don't wear plaids or stripes.

Shirt: Wear a good quality, white or pale blue, button-down shirt that is clean and pressed. Cuffs should show no more than ½ inch. Make certain the shirt fits. A tight collar is uncomfortable. Don't wear faddish styles or cheap fabric.

Tie: Wear a conservative, good quality tie that complements your suit. Avoid faddish prints, loud colors, bold patterns, clip-on or bow ties.

Shoes: Appropriate shoes are either a loafer or a business shoe that laces. Don't wear boots or tennis shoes. Check the heels and polish the shoes. If you have worn soles, don't cross your legs and reveal big holes in your shoes.

Socks: Socks should be calf-length and match your suit and shoes.

Watch & Jewelry: Wear a conservative watch. Don't wear jewelry except for a wedding band or class ring. Don't wear pins or jewelry that are religious or affiliated with societies or organizations.

Hair: Hair should be neat, styled, and fairly short. Don't wear faddish cuts.

Grooming: Grooming should be impeccable. Eyeglasses should be spotless; fingernails should be clean and trimmed. No heavy aftershave or cologne.

Briefcase: Clean out your briefcase of everything except what you will need for the interview. If you have a writing tablet inside be sure you have removed pages with writing. If your briefcase is not in good shape, leave it in the car. If you carry your pager and/or phone in your briefcase be sure they are turned off.

Guidelines for Women

Suit: Wear a good quality, conservative, dark suit that is at, or just below, the knee. A conservative dress with a jacket is the next best choice, but a suit is preferred. Blue, gray, beige or tan are preferred colors. Don't wear faddish colors styles. (Never wear a pants suit.)

Blouse: Wear a good quality, simple blouse. Avoid tight or low cut blouses. Wear a color that complements you, but goes with the suit you are wearing.

Stocking: Wear plain skin colored hose. Avoid colors and patterns.

Shoes: Coordinate shoes with your outfit. The heel should be no higher than two inches. No open toe or open heels and especially no sandals. Check heels for scuffing. If the heel is worn it is time to replace the shoes or take them to a shoe repair shop. Don't miss a good opportunity because your shoes are in bad shape. No matter how nice your suit is a poorly maintain pair of shoes will destroy any good impression you hoped to make.

Watch & Jewelry: Wear a conservative watch. Wear small earrings and no more than two simple rings. Don't wear dangling earrings or jewelry best used for evening wear. Don't wear bangle bracelets or any type of accessory that will make noise or interfere with your interview.

Hair: Wear a simple and becoming style that is clean and neat. Avoid fads and long, curly or fussy styles.

Grooming: You want to project a clean, neat, and professional image. Eyeglasses should be spotless. Avoid heavy make up. Don't use perfume, or use only a tiny amount. If you can smell it is too much. Nail polish should be clear or light. Nail should be trimmed neatly without any trendy designs.

Briefcase: Clean out your briefcase of everything except what you will need for the interview. If you have a writing tablet inside be sure you have removed pages with writing. If your briefcase is not in good shape, leave it in the car. If you carry your pager and/or phone in your briefcase be sure they are turned off.

INTERVIEWING TIPS

The following interview tips are aimed to give you a better chance of succeeding in an interview. Most employers look for and judge applicants on how well you perform on each of the actions. Please read watch tip carefully and apply them in your own interviews.

Before The Interview

- Be informed about the prospective employer and position.
- Know whom you are interviewing with before the interview.
- Dress appropriately. For most interviews this means a dress, a suit, tie and dress shirt and dress slacks with dress shoes.
- Make sure that you take care of all personal hygiene matters; this include hair, teeth, hands, and fingernails.
- Take a copy of your resume
- Go to the interview alone; if you bring a friend or a relative the interviewer will think you are insecure.
- Go to the interview a few minutes early; if you are late the interviewer may think you will be late for work.

During The Interview

- Give the interviewer a firm handshake.
- Maintain eye contact during the interview.
- Use a good posture, stand and sit straight throughout the interview.
- Speak clearly and courteously.
- Introduce yourself in a relaxed and confident manner, the first part of the interview.
- Pay close attention to the interviewer. Don't fidget during the interview.
- Show an interest in the company by asking relevant questions.

After The Interview

- Follow up the interview with a thank-you note expressing (if true) your continued interest in the company.

PLANNING FOR THE INTERVIEW

THE GAME PLAN

Going to an interview without a plan of action is like going out on a football field without a game plan. Total disaster.

If you've completed your resume, you've already made a personal inventory. The personal inventory is a good first step in your interview plan. But a little review of that plan is in order.

Suppose I were to ask you right now.

"What are your skills or attributes?" Could you give me a good answer?

Suppose I were to ask you the question that's in every interviewer's mind.

"Why should I hire you?" What would you say?

All those interviewers' questions I showed you separately have a purpose, and that is to put solid meaning into your interview preparation. So, do study them. All of them.

ATTRIBUTES/SKILLS LIST

Suggestion: Make a list right now of 15 of your attributes/skills/capabilities.

Include contributions you could make to an employer.

Perhaps you're a good researcher, a good handler of money, a good follower (with all those leaders out there, some good followers are sorely needed). Maybe you're skilled at repairing mechanical devices, are in command of a foreign language, are free to travel, or are capable of motivating people.

Don't just use my list. Develop your own. But before you decide to rattle off 15 reasons that an employer should hire you, think about the relevance of those reasons. Be sure they pertain to the job you'll be discussing, or at least to the organization.

In case you wonder why I said 15 reasons. I'll tell you: The average candidate forgets all but about 5, so you need a good supply at the outset. With those 5 you'll be way ahead of the pack, because so few candidates ever think about this part of interview planning.

While you're at it, you might want to think about what you'll say if the employer asks you about your weaknesses. It happens -- rather often.

You might sidestep the answer completely by saying, “Since we have so little time, I’d rather spend it telling you what I can do for you instead of talking about what I can’t. May I?” Then, get the interview back on track.

Or, you might think of a weakness that won’t kill your chances with the employer. Me? I’d say I work too hard. Happens to be true and I don’t think it would cost me a job.

PREPARING YOURSELF PHYSICALLY

You will want to allow enough time for a good night’s sleep before your interview; eight hours sleep or rest is a must. Notice I said, “or rest.” Often it’s impossible to sleep well the night before an important interview. Don’t fret about it --- rest works almost as well.

You’ll want to review the *Appearance Check List* to be sure you’ve paid attention to every detail. Certainly, you’ll want to have your outfit ready the night before.

A professional trim or hair styling does wonders for your self-esteem. So does having your teeth cleaned professionally. You will, of course, bathe thoroughly.

PREPARING YOURSELF MENTALLY

- Is your prospect card filled out completely?
- Have you done your homework about the organization?
- If I were to ask you right now what the company manufactures or sells, could you tell me?
- If you’re applying to a nonprofit organization, do you know how it’s funded? Its purpose?
- Do you know how old the organization is?
- Do you know whether it is subsidiary company? What is the name of the parent company?
- It is expanding? Retrenching? How large is it now?
- Where are its plants and outlets?

Broad general statements about wanting to work for this wonderful company won’t wash. You need to know why you want to work at a given place.

HAVE NEEDED MATERIALS WITH YOU

Look over the Supply List see what might be needed for each interview. The following items are needed for every interview:

- ➡ Your prospect card
- ➡ Your master application form – filled out
- ➡ Your resume
- ➡ Two pens with black ink and two pencils
- ➡ Several 3"x5" cards for note taking
- ➡ Change for parking, telephone, etc.
- ➡ Your Social Security card
- ➡ Any correspondence you've had with the employer

YOUR INTERVIEW BEGINS AS SOON AS YOU ENTER THE BUILDING

Your actual interview begins with the first person who greets you. If you can greet that person by name, do so.

You will want to state your name and the purpose of your call. Try to look as pleasant as you can as you do this.

MAKING A GOOD IMPRESSION

First impressions are very important. They help the interviewer decide whether he or she wants to hire you or not.

YOUR APPEARANCE Dress in clothes you would wear on the job. Wear conservative colors and avoid flashy fashions. Not too much jewelry or strong scents.

MANNERS When you meet the interviewer, stand up, offer a strong handshake, thank the interviewer for taking time to see you. In the interviewer's office, don't sit down until invited to do so. Address the interviewer as "Mr. or Ms." unless they tell you otherwise. Accept a cup of coffee or soft drink, if offered, but decline a cigarette or stick of gum. Don't drop names or argue. Don't ask to use the interviewer's telephone, use a pay phone. If the telephone rings, don't appear to listen in to the conversation. Review your resume. If someone walks in during with the interview, stand up to greet them. In concluding the interview, shake hands with the interviewer and, again, thank him/her for taking the time to see you.

BODY LANGUAGE Stand up very straight. Don't exhibit nervous gestures: tap your feet, drum your fingers, twist your hair, rock in your chair, cross and re-cross your legs, etc. Take pride in your bearing.

ATTITUDE Is the most important attribute for being hired. Through body language, facial expressions and gestures, you'll show that you are motivated to work. Look alive. Know the points you want to make; make them. Have an honest smile. Use your hands to illustrate points. Ask questions! Don't tell jokes, but do show you have a sense of humor.

REMAIN CALM Some interviewers may seem to dislike you. Usually this isn't true. Their questions may seem personal or insulting. Don't get upset. Their job and the job you want may have lots of pressure. Before some interviewers offer a job, they want to see how well applicants can "take the heat." If you are offended, you may not get this job. When the interview is full of pressure, stay calm, cool, and polite. You may be tested by a "stress interview". If a question or other interviewer action truly is out of line, remind the interviewer in a polite but firm manner.

MAKING A GOOD IMPRESSION

ADAPTABILITY TO THE INTERVIEWER'S STYLE

Interviewers have different styles. All are a little different. Some you will like better than others.

All Business: (S)he's very direct and usually in a rush. This interviewer wants to know what you have done and what your accomplishments are. Make your answers brief and to the point. Stick to facts, figures and specific information. Show that you are "results oriented."

"Touchy-Feely": They are warm, friendly and likable. They want to know if you'll fit in with the others on their wonderful staff. Emphasize that you are a "team player" and that you love working others. Use the pronoun "we" a lot. Show humor.

Brainy-Type: This interviewer wants to know how you think. (S)he is more interested in how you do things. They may ask "what if" or "how would you handle so & so" questions. Be logical, clear and brief with the interviewer.

Can't-Make-Up-Their-Minds: This interviewer wants you to conduct the interview for him/her. They are uncomfortable with decision-making and would rather talk about themselves. Give this interviewer the attention needed then, start directing the interview yourself by saying: *"Let me tell you why I'm the person for this job."* Do not expect an early hiring decision from this interviewer.

TO WIN THE JOB

BE LIKEABLE Research has shown that employers hire because they like the applicant. Skills are next in importance.

SELL YOURSELF When the interviewer asks you tell him/her about yourself, talk about your accomplishments. Show how your abilities and skills relate to the position discussion.

BE ENTHUSASTIC Don't just sit there waiting for the next question; participate in the conversation. Look the interviewer in the eye and smile. Show you humor and understanding wherever you can.

TELL THE INTERVIEWER WHAT YOU CAN DO FOR HIM/HER Show that you know which skills the company needs. Offer examples from your "skills bank" or resume. Show you can fulfill the company's demands.

YOU ARE A TEAM PLAYER Instead of saying, "I did this..." at such and such company, say "We did this..."

GIVE COMPLETE ANSWERS Use examples and details.

DON'T DOMINATE THE CONVERSATION This should be a 50/50 conversation. Listen when appropriate. Talk when appropriate

MASTER THE "TRICK" QUESTIONS Turn negative questions into positives. Never say anything negative about yourself.

DRESS THE PART Wear clothes to the interview that would wear to the job. Be sure these clothes are clean and neat.

ARRIVE ON TIME Arrive 15 minutes early for the interview. If you find you will be late, phone in to reset the interview time.

ASK FOR THE JOB! Explain why you are the best applicant for this job. Let the interviewer know you really want it. Offer a 30-day trial period to prove yourself. But don't beg or be too pushy.

NOT HIRED? KEEP TRYING Ask the interviewer to keep your application or resume for consideration in future openings. Let him/her know you will be checking back time to time.

THANK YOU Following every interview, phone or write a thank you for the interviewer's time. Again, remind him/her of your interest in the job.

WHY AN INTERVIEWER *MAY FEAR* TO HIRE YOU

Job interviews are the place for personnel officers, supervisors or managers to look at your job strengths and weaknesses. Here are some characteristics they fear. Because of past experiences, they may misjudge new applicants.

1. You'll be "bad news". It will take too long to train you. You won't become productive soon enough and you'll always need someone to help you out.
2. You don't take work seriously; otherwise you would have been working already. Someone will have to check your work all the time.
3. You are lazy! You have to be told how to do everything and you'll only pretend to be working.
4. You'll call in sick all the time. You'll always arrive 15 minutes late and leave 15 minutes early.
5. You'll never work overtime. You ask for raises every week.
6. You are a quitter and you'll leave the job right when the company needs you most.
7. Complain, complain, complain. Brag, brag, brag. Blah, blah, blah. Sloppy, forgetful, conceited, rude, selfish, moody, self-pitying...bad, bad, bad!
8. You'll disgrace the company and everyone in it.
9. You'll lie, cheat and steal from your own grandmother.
10. You'll show no pride in yourself or in your work.

WHY AN INTERVIEWER *WILL* WANT TO HIRE YOU

Here are some reasons interviewers give for hiring people:

1. (S)he just looked like (s)he would fit in fine here.
2. You could tell going to work meant a lot to him/her.
3. (S)he seemed interested in our company and asked some really good questions. I can tell (s)he is on the ball.
4. Looked like (s)he would catch on quickly without constant supervision.
5. (S)he seemed interested in our company and asked some really good questions. I can tell (s)he is on the ball.
6. (S)he was proud of his/her accomplishments on his/her last jobs and showed it.
7. (S)he wasn't nervous in the interview; in fact, seemed to look forward to it. (S)he made it easy to interview him/her.
8. Seemed like the kind of person who would help us make money.
9. This applicant "knew the ropes," knows to report to work on time and give a full day's work for a full day's pay.
10. I could trust him/her with my bankroll. Seemed as honest as my grandmother.
11. "DEPENDABILITY" is his/her first name.
12. (S)he had a resume!! For an applicant applying for a line-position, (s)he really stood out with all the preparation (s)he made for this one interview.

TOP TEN INTERVIEWING QUESTIONS

Q. So tell me about yourself?

Remember, the interview is about you and you are the expert. Set the stage for success by focusing on your most marketable skills and strengths. Deliver your *commercial* with a natural sincerity and enthusiasm. Keep responses relatively brief (about two minutes or less and job related.).

Q. What are your strengths?

Support your strengths with specific examples, and focus on how you saved time and money or improved sales and service, i.e., *Last November I was voted Employee of the Month for outstanding customer service at XYZ Company.*

Q. What are your weaknesses?

Avoid appearing defensive. Identify a common weakness and turn it into strength, i.e., *Sometimes I become impatient when there are delays out of my control...but I think wanting to complete the job on time is also a strength.*

Q. What has prepared you for this job?

Focus on your education, training, and work experience. Provide examples of how you've successfully managed similar tasks in the past. *Note: Research the company in advance to find out as much as you can about the position. Request a job description and if possible, visit the company before interviewing.*

Q. How well do you work under pressure?

Assure the interviewer you can handle multiple assignments, and keep your cool. Share an example of how you've managed a stressful situation in the past by being well organized and having a positive attitude.

Q. Do you like being a team player?

Absolutely, because teamwork is essential for success. Market your people-skills in terms of how you communicate effectively with an increasingly diverse population. Give a specific example of how your writing, speaking, or listening skills contributed to the success of a program or project in the last year.

Q. How would others describe you?

This question can be tricky, so prepare by focusing on your key employment traits. Honesty, dependability and a positive attitude are highly valued today. Remember to put your best foot forward and project a credible image.

Q. What do you want to do in five years?

Respond with a plan that outlines steady progress and increasing responsibility, i.e., *Everything is changing so rapidly in this field...but my plan is to continue learning and gaining experience so that one day I can move on to the next level!*

Q. Why do you want this job?

Position yourself as team player who can be counted on do a professional job. Match your education, training and experience to the position. Offer compelling reasons as to why they *can't afford not hire you!*

Q. Do you have any questions?

YES! Show your interest, enthusiasm and confidence by asking—among other things—about a typical work day, priority projects and on-the-job training. *And always let the interviewer raise the issue of salary and benefits first.*

Q. Add a few tough questions of your own and practice your answers.

I.E., Why did you leave your last job? Why didn't you work for a year?

Question

Your Response

Question

Your Response

Question

Your Response

INTERVIEW GUIDE

YOU'D BETTER BE PREPARED!

All of the hours you've devoted to preparing your resume, making contacts, and researching potential employers are little more than preparation for the single most important stage of the job search, the *interview*. Without an interview, you cannot make the sale and, because you seldom get a second chance, you *must* be certain that you're well prepared.

The success or failure of an interview is often determined before the meeting actually takes place. Your performance in this situation will reflect the thoroughness of your research, as well as the thought and practice you've given to the process.

And practice is the key word. If you can obtain the use of a video camera, do so. Have your spouse or a friend throw you questions (you'll find plenty in this guide), then view each taping at least twice, once for the content of your answers, then again for your appearance and the image you're projecting. Ask yourself: Are you relaxed and in control of the situation? Are you speaking clearly? Do you sound natural or over-rehearsed? Are your arm and hand movements distracting? Are you making proper eye contact or always looking away?

In the beginning, your performances at home will be somewhat better than in an interviewer's office so, for that reason, it's important that you not interview *first* for the job you really want. Give yourself a chance to perfect your interviewing skills before going for the *big* one.

THE FOUR STAGES OF AN INTERVIEW

1. The first stage is to have prepared an overview statement that briefly describes who you are and your professional background. As a rule, this overview would give the interviewer a capsulized version of your career path; something about you as an individual and where your job interests lie. This should take no more than a minute or two.
2. In the second stage, you'll want to get general information about the position you're discussing. You need to learn about the responsibilities of the job, the objective to be achieved, and the role it plays in the company's hierarchy. Also, you will want to know the level of your authority and how your performance will be evaluated.
3. In the third stage, you need to evaluate how your experience and abilities match the position and the challenges defined. It's also critical to state those accomplishments that support your experience. This might be called a *needs-benefit-linkup*.

4. In the final stage, you will need to summarize your experience and how you see it fitting (or not fitting) into the position. If you believe there is not a match, or there's an obvious gap between what you are all about and what the company needs, you should say no.

Question = Answer + Probe

Don't be afraid to ask questions during an interview. In fact, an extremely important part of interviewing is *probing* the interviewer for more information and/or "hidden agendas". To *probe*, apply the equation $Q = A + P$, which simply means: "Q" (the interviewer's question) = "A" (your answer) + "P" (probe – a question of your own). In other words, once you've answered a question, try to turn it around so that you, too, can gather information. For example, you may be asked, "Do you have any limitations on travel?" Once you've answered, pose your own question (*probe*), "What percent of time is spent on the road?"

YOUR POST-INTERVIEW CHECKLIST

After each job interview, ask yourself the following questions:

1. Do you feel good about how the interview went?
2. What did you do or say that particularly pleases you?
3. What did you do or say that you think needs improvement?
4. Did you listen, without interrupting, to the needs of the company?
5. What questions were asked that you think you need more practice in answering?
6. Did you articulate your relevant talents, skills and experience?
7. Did you create an opportunity to discuss your accomplishments?
8. Did you, by words and manner, create a positive image?
9. Did you stick to relevant issues without rambling?
10. Was your voice firm and strong?
11. What phase of the interview was easiest for you?
12. What phase of the interview was hardest for you?
13. Were you at ease?
14. Was the job described one you would like?
15. Did the interviewer seem to like you?
16. Is there a plan for you to come back?

TIPS ON NEGOTIATING

1. When negotiating for compensation, keep in mind that the results must represent a *win-win* situation for both sides, otherwise nobody wins in the long run.
2. Maintain a positive, but *realistic* attitude, and always try to get the company to commit to a salary *before* you do.
3. Try to avoid comparisons between your previous salary and that of the new position. You should emphasize the difference in responsibilities, companies, market, etc.

4. Concessions may be necessary. You may have to give up something to get a desirable trade-off.
5. Be sure that you have your objective (bottom line) clearly in mind.
6. Aim high settle high - but be realistic.

DRESS TO WIN!

“Dressing properly for an interview can immediately indicate you fit-in,” says David Bowman, Career Consultant to Kinko’s. “Attire is critical to the first *in-person* impression an interviewer has of a job candidate, and a good interview.”

Should one always dress-up for an interview? Not necessarily. Wear the kind of clothing usually worn on the job. For example, for an office job - from president to office clerk - men generally wear a suit or sport coat and tie, and women wear a suit or dress (not a cocktail dress or pants suit). For a technical or production job, more casual clothing may be appropriate. Loud colors and lots of jewelry are definitely a NO - for both women and men.

Obviously, good grooming is a must. Neatly styled and combed hair, trimmed nails and freshly pressed clothes indicate a candidate is together. In general, it’s always best to play it on the conservative side when considering what to wear. The interview is NOT the place to exhibit one’s independence and freedom of spirit.

What to Consider when Answering the Most Common Interview Questions

In addition to informing yourself about the company you’ll be visiting, there are many other ways to prepare for an interview. You’ll want to keep “surprises” to a minimum, and the best way to do that is to prepare, beforehand, answers to some of the most common questions you’re likely to be asked. The following list should get you started thinking about your answers.

“Are you a competitive person?” It’s better to indicate that you are a team player, but do compete against your expectations for yourself.

“You’ve changed jobs frequently. Why?” Talk about better opportunities and more money. Focus on more challenge in each job.

“Have you ever been fired?” This can be checked, so don’t lie! If the answer is yes, you might want to address differences in personalities, style and/or objectives. Whatever you do, do not bad mouth the boss or the company.

“Do you prefer working with others or independently?” Unless your objective is clearly one or the other, it is better to pick the middle-of-the-road position.

“What are your travel and/or relocation limitations?” Be prepared to tell them like it is – it’s best to avoid a problem later.

“How many hours per week do you think someone should spend on the job?” Be very careful here. If you say “as many as necessary,” you may be asked to put in fifty or sixty “necessary” hours per week. It might be better to say between forty and fifty hours per week.

“What do you know about the company?” Be prepared with some information about such things as products, size, scales, profit, reputation, image, goods, problems, management style, people, skills, history and philosophy. Do your homework and state that you’d like to know more.

“Why do you want to work for us?” Mention a company project you would like to be part of our company problem you think you can help solve. Describe some contribution you think you can make to specific company goals.

“You may be over-qualified or too experienced for the position we have to offer.” Possible answers include:

“A strong company needs a strong person.”

“Experienced individuals are at a premium today.”

Emphasize interest in long-term association and stress the faster return on investment to be gained by your experience.

“What important trends do you see in our industry?” If you are a novice, don’t fake it.

MORE COMMON INTERVIEW QUESTIONS

1. Tell me about yourself?
2. Will you relocate?
3. What motivates you?
4. What are your short-term goals?
5. What are your long-term goals?
6. What can you do for us?
7. How do you work under pressure?
8. What salary are you worth?
9. What are your three most important accomplishments thus far in your career?
10. What is your greatest strength? Weakness?
11. Give an example of your creativity.
12. Give an example of your analytical skills.
13. Give an example of some of your leadership skills.
14. Give an example of some of your administrative skills.
15. How do you interact with subordinates?

16. How do you get along with your boss?
17. How do you motivate people?
18. What do you know about our company?
19. In what way do you feel you can make the biggest contribution to this firm?
20. Why are you leaving your present company?
21. How do you think you would fit in with our firm?
22. Why are you changing fields?
23. What direct supervisory experience have you had?
24. What did you like best about your last (or present) jobs?
25. Is your present (or past) income commensurate with your abilities?
26. What are your general feelings about psychological assessments?
27. What are your thoughts regarding promotion for yourself? For your subordinates?
28. How would you describe the “ideal” boss?
29. How do you define cooperation?
30. How do you spend your spare time? Do you have any hobbies?
31. What would you do to improve our firm? And how?
32. Could you have done more in your last (or present) job?
33. What suggestions have you offered former employers that were actually adopted?
34. How do you define success?
35. What is the most difficult assignment you have completed?
36. What is the most rewarding assignment you have completed?
37. Give an example of your innovative abilities.

Remember, follow-up each interview with a letter...

1. Thank the interviewer for the meeting.
2. Emphasize your interest in the position in question.
3. Review your background and briefly explain how your experience can complement the requirements of the position. Stress accomplishments.
4. Indicate you intend to follow-up the letter with a telephone call to determine if and when the interviewer wishes to see you again.

DAY TWENTY-ONE

Goal: The trainees will be provided with an opportunity to increase their interviewing skills.

Activity:

- a) Continue discussion of proper interviewing skills.

DAY TWENTY-TWO

Goal: The trainees will be provided an opportunity to be involved in a mock interview to enhance their interviewing skills.

Activity:

- a) **Have each student role-play an interview while the others watch, critique, and complete critique forms. Film each interview if possible. (The role-plays should not exceed three to five minutes in order to allow time for feedback and viewing next day.**

DAY TWENTY-THREE

Goal: The trainees will be provided an opportunity to be involved in a mock interview to enhance their interviewing skills.

Activity:

- a) **Have a group discussion on the evaluation results of the previous day's role-plays.**

DAY TWENTY-FOUR

Goal: The trainees will learn how to be good employees.

Activity: Have a group discussion that centers around what the trainees will need to do in order to retain their jobs, using the attached information sheets as a guide.

JOB RETENTION

HOW TO BE A GOOD EMPLOYEE

You've worked hard and it's finally paid off. You've got a job! Now you can sit back and relax. Right? No! Wrong! Your work is just beginning. Now you must work at keeping your job.

Employers hire workers because they have a job that they need done. They want workers who:

- T are at work on time every day
- T follow the rule as established by the employer
- T do a good job
- T are appropriately dressed and well-groomed
- T get along well with others

The first few weeks of a job are often difficult. You will be learning many new skills. You will be getting used to a new schedule. You will often feel tired. In addition, you will be with a new group of people in a working relationship. Your boss will tell you what needs to be done. Your co-workers and you will do the work.

Do not expect that the boss and everyone who works with you will like you. It is nice if they do, but it is not unusual if they do not. You will like some of your co-workers and not others. Be pleasant and cooperative with your boss and all your co-workers and remember that you are there to do a job and for no other reason.

Every person who works dislikes his or her job sometimes. However, being unhappy with your job is not a reason to quit.

WHY EMPLOYEES ARE FIRED

Usually people are fired for reasons other than the quality of their work. The usual reasons for firing an employee are:

Workplace violence

Fighting with other employees – (Fighting distracts people from their work, and the job does not get done. The boss will often fire the source of the trouble so that everyone else can get back to work.)

Not doing the job as instructed - The employee may see his way of doing a job as being better and easier than the way the boss wants it done. The boss may see this as doing the job incorrectly.

- ❖ Being late
- ❖ Absences
- ❖ Leaving early
- ❖ Goofing off

If your boss did not need you at work all day, he would not have hired you. Failure to show up every day, on time, and staying the whole day are important reasons why people are fired.

WHY KEEP A JOB?

Getting a job has moved you up the ladder of success. Keeping your job will move you up some more. Remember that a job that you have kept for several months gives you:

- **Experience**
- **Something to put in your resume**
- **Appeal to other employers**

WHEN AND HOW TO A QUIT A JOB

Remember how hard you worked to get your job? Do not quit your job for anything except a very good reason. Good reasons for quitting a job are:

- You have been offered and have accepted a better job
- You are moving far away
- You are returning to school. (Always ask about part-time work before you quit.)
- Your childcare arrangements have not worked out and you can't make other plans.

The general rule for getting a job is: **Never leave your job unless you are absolutely certain that you have another job.**

Reasons that are not good reasons for quitting a job are:

- The boss fired your friend.
- It was hot.
- You got too tired.
- You wanted to take a break, and the boss said, “No”.

If you feel you want to leave a job for one of those reasons, you need to find another job first. Then, and only then, quit your present job.

When you quit your job, be sure to talk to your boss. Tell him or her that you have a new job and would like to resign your present position.

Some jobs will simply require you to tell your boss, however, some will require you to resign in writing. Others will require you to keep working for several days until someone can be found to replace you.

Your boss will tell you what the correct method is for that company.

It is important to quit your job according to company policy. This will let you use your boss as a reference and may even let you be hired again by that company.

Not showing up for work or walking out on the job is not an acceptable way to quit a job. If you quit this way, you cannot use your boss as a reference, and you probably will never be able to work for that company again.

REFERENCES

Day 10

The Black Parenting Book

Available at Barnes and Noble Bookstores and online at
www.barnesandnoble.com.

Days 14, 15 & 16

Identify Your Skills for School, Work and Life

Introduction to Job Applications

Two Best Ways to Find a Job

Why Should I Hire You?: Turn Interview Questions
into Job Offers

Available from Jist Training Institute online at
www.jist.com.